

**Greek 303 (3)—Old and Middle Comedy**

*Prerequisite:* Greek 202 or permission of the instructor.

A study of the comic tradition in general and of Greek comedy in particular. Readings in Greek and English from Aristophanes and from the corpus of ancient and modern comic plays. (HL, GE3) *Crotty*.

*Not offered in 2008-2009*

**Greek 306 (3)—The Greek Historians**

*Prerequisite:* Greek 202 or permission of the instructor. Herodotus and Thucydides through Greek texts and English translations; Greek historiography and its relationship to tragic, epic and philosophical literature. (HL, GE3) *Crotty*.

*Winter*

**Greek 309 (3)—Greek Prose Composition**

*Prerequisite:* Greek 202 or permission of the instructor. This course offers a review of Greek grammar, an introduction to some finer points of syntax, and a comparative review of literary styles in ancient Greek prose. Students hone their language and literary skills by composing passages in ancient Greek, in the various styles of selected ancient authors. The course also serves as an introduction to the artistry of literary prose in ancient Greek. (HL, GE3) *Crotty*.

*Spring 2010 and every third year.*

**Greek 395 (3)—Topics in Advanced Greek Literature**

*Prerequisite:* Greek 202 or permission of the instructor. Selected subject areas in Greek literature. The topic selected varies from year to year. May be repeated for degree credit with permission of instructor and if the topics are different. (HL, GE3) *Staff*.

**Greek 401 (1), 402 (2), 403 (3)—Directed Individual Study**

May be repeated for degree credit with permission of the instructor and if the topics are different.

*Offered when interest is expressed and departmental resources permit.*

**Greek 421 (1), 422 (2), 423 (3)—Directed Individual Research**

May be repeated for degree credit with permission of the instructor and if the topics are different.

*Offered when interest is expressed and departmental resources permit.*

**HISTORY (HIST)**

PROFESSORS FUTCH, MERCHANT,  
PATCH, PORTER, SANDERS, SENECHAL  
ASSOCIATE PROFESSORS DeLANEY, BIDLACK,  
PETERSON  
ASSISTANT PROFESSORS BELLO, CAREY,  
MICHELMORE

**MAJOR**

A major in **history** leading to a Bachelor of Arts degree requires completion of 39 credits in history, including the following:

1. At least six credits from the 100-level courses, preferably taken during the first or sophomore years
2. At least 27 credits in history courses numbered 300 or above including the following distribution of credits:
  - a. 15 credits numbered 300 or above in one of the following three areas of emphasis, including three credits from one of the 300-level courses designated as a seminar.

European and Russian History

American history (and, with the department head's approval, Latin America)

Global history, including Asian, African, and Latin American (and, with the department head's approval, Russian)

- b. At least three credits outside the area of emphasis chosen from one of the 300-level courses designated as a seminar.

3. At least six additional credits outside the area of emphasis.

*HONORS:* The History Department offers an Honors Program in history for qualified students; see department head or department Web page for details.

**INTRODUCTORY****History 100 (3)—European Civilization, 325-1517**

An introductory survey, featuring lectures and discussions of European culture, politics, religion and social life, and of Europe's relations with neighboring societies, from the rise of Christianity in Late Antiquity through the Middle Ages and the Italian Renaissance, to the beginnings of the 16th-century Protestant and Catholic Reformations. (HU, GE4b) *Peterson*.

*Fall*

**History 101 (3)—European Civilization, 1500-1789**

*Prerequisite:* First-year or sophomore standing. The rise of capitalism, Renaissance and Reformation, the age of absolutism, and the Enlightenment. (HU, GE4b) *Staff*.

*Fall*

**History 102 (3)—European Civilization, 1789 to the Present**

*Prerequisite:* First-year or sophomore standing. The French Revolution and Napoleon, the age of Metternich, the era of nationalism, the rise of socialism, imperialism, and the two world wars. (HU, GE4b) *Staff*.

*Winter*

**History 103 (3)—China: Origins to 20th-Century Reforms**

China's history embodies the full range of experience—as domain of imperial dynasties, target of imperial aggression, dissident member of the cold war Communist bloc, and current regional superpower in East Asia. This course tracks these transitions in political and social organization that, among other things, terminated history's longest lasting monarchical system, ignited two of its largest revolutions, began World War II and produced the most populous nation on earth. A wide range of cultural, political and intellectual stereotypes of China are challenged in the process of exploring its particular historical experience. (HU, GE4b) *Bello*.

*Fall 2008 and alternate years*

**History 104 (3)—Japan: Origins to Atomic Aftermath**

This course traces the span of Japan's historical development from its origins through the Cold War, with a special, but not exclusive, emphasis on an environmental perspective. The first half of the course covers the emergence of indigenous Japanese society and its adaptation to cultural and political influences from mainland East Asia, including Buddhism, Confucianism, and Chinese concepts of empire. The second half covers Japan's successful transition from a declining Tokugawa Shogunate to a modern imperial nation to a reluctant US Cold War ally from the mid-19th to the mid-20th centuries. (HU, GE4b) *Bello*.

*Fall 2009 and alternate years*

**History 107 (3)—History of the United States to 1876**

The colonial period, the American Revolution, the formation of the Constitution, the rise of parties, western expansion, the slavery controversy, sectionalism, secession, Civil War and Reconstruction. (HU, GE4b) *Staff*.

*Fall*

**History 108 (3)—History of the United States Since 1876**

Industrialization and urbanization, the closing of the Frontier, the New South, the Gilded Age, Progressivism, World War I, the Twenties, the New Deal, World War II, post-war adjustment and emergence of the Cold War, the Civil Rights movement, Vietnam, Watergate, participation in the world economy, conservative reaction, end of the Cold War. (HU, GE4b) *Staff*.

*Winter*

**History 109 (3)—History of Ancient Egypt**

The origins of civilization and the Bronze Age ideology; the rise of Dynastic Egypt and its relations with the other African, Near Eastern and Mediterranean states; Pharaonic society, art, literature, and mythology; the New Kingdom, the empire, and the collapse of the Bronze Age system; social, technological, commercial, climatic change and the advent of the Iron Age. (HU, GE4b) *Sanders*.

*Fall*

**History 110 (3)—History of Ancient Greece**

The formation of the Greek people. Dark, archaic and classical eras. Athens, Sparta and the Persian Wars. Conflict among the city states and the *pentecontaetia*. Macedonia, Philip and Alexander the Great. Alexander's successors, the Hellenistic kingdoms and their relations with Rome, Greece and the Roman Peace. (HU, GE4b) *Sanders*.

*Winter*

**History 111 (3)—History of Ancient Rome**

Early Italy and the Etruscans. The rise of the Roman Republic, the conflict of the orders and the political unification of Italy. The wars with Carthage and the Hellenistic kingdoms. Civil War and the reign of Augustus. The Imperial peace, the spread of Christianity, and the problem of decline and fall. (HU, GE4b) *Sanders*.

*Spring*

**History 114 (3)—Seminar: The World of Dante**

A reading of Dante's *Divine Comedy* in the context of the emergence of Renaissance art and culture in Florence, and the church-state conflicts and scholastic culture of his time. (HU, GE4b) *Peterson*.

*Spring 2009 and alternate years*

**History 115 (3)—Seminar: The Machiavellian Moment**

An examination of the republican vision of history and politics elaborated by Machiavelli in his *Prince*, *Discourses on Livy*, and *Florentine Histories*, in the contexts of preceding humanist thought and the political crises of the late Italian Renaissance. (HU, GE4b) *Peterson*.

*Spring 2010 and alternate years*

**History 130 (3)—Survey of Colonial Latin America**

An introduction to the "Indian" and Iberian people active from Florida to California through Central and South America between 1450 and 1750. (HU, GE4b) *Carey*.

*Fall*

**History 131 (3)—Modern Latin America**

Surveys the history of Latin American nations from independence to the present. Covers social, cultural, economic, and political history in diverse countries and regions. Topics include nation-state formation, export economies, liberalism and neoliberalism, gender relations, race and ethnic divisions, science and technology, labor movements, popular culture, military dictatorships, civil wars, environmental change, and globalization. (HU, GE4b) *Carey*.

*Winter*

**History 150 (3)—Seminar in American History for First-years and Sophomores**

An investigation of selected American presidents from 1789 to 1865. An introduction to methods of researching and writing American history. Class discussion of assigned reading and term papers. (HU, GE4b) *Merchant*.

*Spring 2010 and alternate years*

**History 156 (3)—Seminar in East Asian History for First-years and Sophomores**

This course explores special topics in China's late imperial period (960-1911) through a variety of media, including scholarly monographs, film, and material culture. (HU, GE4b) *Bello*.

*Spring 2011 and every third year*

**History 158 (3)—Seminar in 19th- and 20th-Century Africa for First-years and Sophomores**

Topics include African societies before European political intervention, the European "scramble" (1876 to 1902), the colonial era (the 1890s to 1960s), independence, the Cold War, civil war, economic collapse and new beginnings. (HU, GE4b) *Staff*.

**History 170 (3)—History of Islamic Civilization I: Origins to 1500**

This course surveys the political, social, and cultural history of the Islamic World from the 7th to 15th centuries, with particular attention paid to the diverse geographical and cultural contexts in which pre-modern Islamic civilization flourished. Topics include the origins of Islam in late Antiquity; the development of Islamic religious, political, and cultural institutions; the flourishing of medieval Islamic education, science, and literature; the tension among state, ethnic, sectarian, and global Muslim identities; and the emergence of a distinctly Muslim approach to historiography. (HU, GE4b) *Hatcher*.

*Fall*

**History 171 (3)—History of Islamic Civilization II: 1500 to the Present**

This course surveys the political, social, and cultural history of the Islamic World from the 16th to 21st centuries, with particular attention paid to the diverse experiences of the various regions that make up the Islamic world. Topics include the emergence of the early modern centralizing states in Iran, Turkey, India, and elsewhere; the spread on Islamic religious and political practices in Africa and Asia; the colonial and post-colonial confrontation between the Islamic World and Europe; and the evolution of new political, cultural, and intellectual movements as Muslim nations in the context of globalization. (HU, GE4b) *Hatcher*.

*Winter*

**History 190 (1)—Bibliographical Resources**

*Corequisite: Enrollment in a history course requiring a research paper.* An introduction to bibliographical tools and their use, including finding aids to the historical literature of various countries and periods. Most class meetings and assignments take place in the first half of the term in order to permit completion of a specialized bibliography essential to the preparation of the research paper in the corequisite course. Degree credit is given for only one 190 course, regardless of academic discipline. *Directed by the history faculty and the library staff.*

*Fall*

**History 195 (3)—Topics in History for First-years and Sophomores**

Selected topic or problem in history. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Staff*.

*Offered when interest is expressed and departmental resources permit.*

**EUROPEAN HISTORY****History 300 (Classics 300) (3)—Seminar in Ancient History**

*Prerequisites: Junior standing and permission of the instructor.* A consideration of the major Greek and Roman historians, and the influence of various literary and philosophical conventions on the development of their method, and their approach to selected problems in ancient history evaluated in the light of modern historical research. (HU, GE4b: only as History.) *Sanders*.

*Winter 2010 and alternate years*

**History 301 (3)—Europe in the Early Middle Ages, 325-1198**

Examines, through lectures and discussions, the culture and society of late Roman antiquity, the rise of Christianity and the formation of the Western church, Europe's relations with Byzantium and Islam, Germanic culture, monasticism, Charlemagne's empire, the Vikings, feudalism, manorialism, agriculture and the rise of commerce, gender roles and family structures, warfare and the Crusades, the growth of the papacy and feudal monarchies, the conflict between church and state, the revival of legal studies and theology, and the development of chivalric and romantic ideals in the cultural renewal of the 11th and 12th centuries. (HU, GE4b) *Peterson*.

*Fall 2008 and alternate years*

**History 302 (3)—Europe in the Late Middle Ages, 1198-1500**

Examines, through lectures and discussions, the high medieval papacy; the rise of new lay religious movements; Franciscans and Dominicans; dissent and heresy; the Inquisition; Jews and minorities; the rise of universities; scholasticism and humanism; the development of law; Parliament and constitutionalism; the Hundred Years War; the Black Death; the papal schism and conciliarism; gender roles; family structures and child rearing; Europe's relations with Islam and Byzantium; and the rise of commerce, cities and urban values, as well as of the "new monarchies." (HU, GE4b) *Peterson*.

*Winter 2009 and alternate years*

**History 303 (3)—The Italian Renaissance in Its Historical Setting**

Examines, through lectures and discussions, the Italian Renaissance within the framework of European religious, political and cultural development. The rise and impact of commercial and urban values on religious and political life in the Italian communes to the time of Dante. Cultural and political life in the "despotic" *signorie* and in republics such as Florence and Venice. The diffusion of

Renaissance cultural ideals from Florence to the other republics and courts of 15th-century Italy, to the papacy, and to Christian humanists north of the Alps. Readings from Dante, Petrarch, Leonardo Bruni, Pico della Mirandola and Machiavelli. (HU, GE4b) *Peterson*.

*Fall 2009 and alternate years*

### **History 304 (3)—The Age of Reformation**

Examines the origins, development, and consequences of the Protestant and Catholic Reformations of the 16th century. The late medieval religious environment; the emergence of new forms of lay religious expression; the impact of urbanization; and the institutional dilemmas of the church. The views of leading reformers, such as Luther, Calvin, and Loyola; and the impact of differing social and political contexts; and technological innovations, such as printing, on the spread of reform throughout Europe. The impact of reform and religious strife on state development and the emergence of doctrines of religious toleration and philosophical skepticism; recent theses and approaches emphasizing “confessionalization,” “social discipline,” and “microhistory.” (HU, GE4b) *Peterson*.

*Winter 2010 and alternate years*

### **History 305 (3)—Seminar: Religion, Church, and Politics in Medieval and Renaissance Society**

*Prerequisite: History 100, or 301 and 302, or 303, or permission of the instructor.* The seminar draws on primary and secondary sources to examine the rise of Christianity in Europe, church-state relations, scholastic theology, mendicant piety, lay religious life, mysticism, heresy, humanism, gender and religion, urban and rural contexts, and church reform. (HU, GE4b) *Peterson*.

*Winter 2009*

### **History 306 (3)—Seminar: Medieval and Renaissance Political Thought**

*Prerequisite: History 100, or 301 and 302, or 303, or permission of the instructor.* The seminar draws on primary and secondary sources to survey the evolution of legal and political thought from St. Augustine to Machiavelli. Topics include church-state relations, scholasticism, the revivals of Greek and Roman thought, and humanism. Readings include St. Augustine, John of Salisbury, Thomas Aquinas, Marsilius of Padua, Leonardo Bruni, and Niccolò Machiavelli. (HU, GE4b) *Peterson*.

*Winter 2010*

### **History 307 (3)—French Revolution and Napoleon**

Origins and development of the Revolution, Napoleon and the Empire; some discussion of various interpretations. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

### **History 308 (3)—Europe, 1815-1871**

The Vienna Settlement and the Concert of Europe, the agrarian system in Eastern Europe, social and political effects of industrialization in Western Europe, science and intellectual revolution, the unification of Italy and Germany. (HU, GE4b) *Futch*.

*Not offered in 2008-2009*

### **History 309 (3)—Europe, 1870-1918**

The development of the industrial and democratic nation in Western Europe, nationalism and domestic tensions in Eastern Europe, international relations and World War I. (HU, GE4b) *Futch*.

*Not offered in 2008-2009*

### **History 310 (3)—Europe, 1918-1940**

The failure of the Versailles settlement, the collapse of the European economy, dynamic totalitarianism and the crisis of democracy. International relations and the coming of World War II. (HU, GE4b) *Futch*.

*Not offered in 2008-2009*

### **History 311 (3)—Europe Since 1939**

The Second World War. The Cold War and Europe's division into east and west blocs. The revival of Western Europe. Decolonization. Sovietized Eastern Europe. The Fifth Republic. Ostpolitik. Détente. The fading of American dominance in the West. Emergence of a West European community. (HU, GE4b) *Futch*.

*Not offered in 2008-2009*

### **History 313 (3)—Germany, 1815-1914**

The impact of the French Revolution on Germany, the onset of industrialization, the revolution of 1848, the career of Bismarck and Germany's wars of national unification, the Kulturkampf between Protestants and Catholics, the rise of the socialist labor movement, liberal feminism and the movement for women's rights, the origins of “Imperialism” in foreign policy, and Germany's role in the outbreak of the First World War. (HU, GE4b) *Patch*.

*Fall 2008 and alternate years*

### **History 314 (3)—Germany, 1914-2000**

The failure of Germany's first attempt at democracy in the Weimar Republic, the interaction between art and politics, the mentality of the Nazis, the institutions of the Third Reich, the Second World War and Holocaust, the occupation and partition of Germany in 1945, the reasons for the success of democratic institutions in the Federal Republic, the origins of modern feminism, the economic collapse of the German Democratic Republic, and the process of national reunification in 1989-91. (HU, GE4b) *Patch*.

*Winter 2009 and alternate years*

### **History 315 (3)—Venetian History**

Foundation of island state, commercial and naval greatness of Venice, Venetian culture of the Renaissance and Baroque eras, fall of the republic and subjection to Austria, *Venetia redenta*. (HU, GE4b) *Futch*.

*Spring 2010*

### **History 316 (3)—Rome and the Papacy Since the Schism**

Politics and art in Renaissance Rome. Counter-Reformation culture. Heretics, Jesuits, and Spaniards in the 16th-17th centuries. The baroque papacy vs. Enlightenment and Revolution. Destruction of Temporal Power. Papacy and totalitarianism in the 20th century. (HU, GE4b) *Futch*.

*Spring 2009*

**History 317 (3)—History of the British Isles to 1688**

An examination of British history to 1688 through the study of various themes and events, such as social, political and constitutional development, the breach with Rome, the Puritan Revolt, and the Revolution of 1688. (HU, GE4b) *Sanders*.

*Fall 2009 and alternate years*

**History 318 (3)—History of the British Isles Since 1688**

An examination of British history since 1688 through the study of various themes and events, such as the England of Newton and Johnson; conflict with France; the growth of the Empire; adjustments to economic, social, and political changes in the 19th and 20th centuries. (HU, GE4b) *Sanders*.

*Spring 2009 and alternate years*

**History 320 (3)—Imperial Russia, 1682 to 1917**

From the rise to power of Peter the Great, Russia's first emperor, through the fall of the Romanov dynasty. (HU, GE4b) *Bidlack*.

*Fall*

**History 321 (3)—Soviet Russia, 1917 to 1991**

The revolutions of 1917, the emergence of the Soviet system, the Stalinist period, Stalin's successors, and the eventual collapse of the USSR. (HU, GE4b) *Bidlack*.

*Winter*

**History 322 (3)—Seminar in Russian History**

Selected topics in Russian history, including but not limited to heroes and villains, Soviet biography, Stalin and Stalinism, the USSR in the Second World War and origins of the Cold War, the KGB, and the decline and fall of the Soviet Union and the re-emergence of Russia. May be repeated for degree and major credit if the topics are different. (HU, GE4b) *Bidlack*.

*Spring*

**History 323 (3)—International Relations, 1815-1918: Europe and the World**

*Prerequisite: History 102 or permission of the instructor.* Topics include the "Metternich system" for maintaining peace, strains in that system caused by the rise of nationalism, European relations with Africa and Asia during the era of Free Trade, the dramatic expansion of Europe's colonial empires in the late nineteenth century (with special emphasis on the partition of Africa), the development of rival alliance systems within Europe, and the causes of the First World War. Our goal is to understand the causes of international conflict and the most successful strategies for maintaining peace. (HU, GE4b) *Patch*.

*Fall 2009 and alternate years*

**History 324 (3)—International Relations, 1919-1970: The End of European Hegemony**

*Prerequisite: History 102 or permission of Instructor.* Topics include the Versailles peace settlement of 1919, the spread of the British Empire to the Middle East and birth of Palestinian nationalism, the impact of the Great Depression and totalitarianism on international relations, the outbreak of the Second World War, the Holocaust and foundation of the State of Israel, the Nuremberg Trials, decolonization in Africa and Asia, the origins of the Cold War, and the foundation of the European Economic Community. What have Europeans learned about conflict resolution from their experience of two world wars and numerous colonial wars? (HU, GE4b) *Patch*.

*Winter 2010 and alternate years*

**History 325 (3)—European Intellectual History from Renaissance to Kant**

Cultural and intellectual history emphasizing the Enlightenment and including such topics as British science, psychology, and political philosophy. Montesquieu, Rousseau, Voltaire, Diderot and the Encyclopedie, popular cultural movements. All studied within the context of social and political groups and institutions. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

**History 326 (3)—European Intellectual History, 1880 to 1960**

The central ideas of Darwin, Marx, Nietzsche, and Freud, and the responses by the religious and cultural establishment to these subversive thinkers. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

**History 327 (Law) (3)—The Development of the Western Legal Tradition**

*Prerequisite: Junior standing.* Major developments in the history of Western European law. The laws of ancient Greece and Rome, the 19th century with codifications in France and Germany and the fusion of law and equity in England. The evolution of and interaction among the four main components of the Western legal tradition: Roman and civil law, customary and feudal law, canon law, and English common law. The course draws on primary and secondary sources that have been translated into English; no foreign languages are required. Two short papers and a final examination. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

**History 329 (3)—Topics in European History**

A course offered from time to time depending on student interest and staff availability, on a selected topic or problem in European history. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Staff*.

## **UNITED STATES, CANADIAN, AND LATIN AMERICAN HISTORY**

### **History 333 (3)—U.S.-Latin American Relations**

Examines historical interactions between Latin America and the United States during the past two centuries. Explores foreign policy and government affairs, as well as the social, cultural, economic, and ecological dimensions of these transitional interactions. Topics range from military intervention, trade, and international policy to Donald Duck, mountaineering, bananas, and illicit drugs. (HU, GE4b) *Carey*.

*Winter 2009 and alternate years*

### **History 334 (Sociology 334) (3)—Nationalism in Latin America**

*Prerequisite: Anthropology 101, Sociology 102, or permission of the instructor.* This course focuses on the emergence and development of nationalism in Latin America. Readings include works by scholars from across the range of the social sciences, including history, political science, and sociology. The course devotes consideration to the following issues: a variety of explanatory accounts that scholars have provided of why the region turned to nationalism in the early 19th century; the main social and political implications of this transformation of identity; the various competing images of the nation in the region; the question of whether some Latin American nations understand themselves in “civic” and others in “ethnic” terms; the relationship between particularistic Latin American nationalisms and Bolívar’s pan-American dream; and, finally, the nature and roles of nationalism in more recent Latin American politics. Background knowledge of Latin American history is not required. (This course does not meet FDR or GE requirements.) *Eastwood*.

*Winter 2009 and alternate years*

### **History 335 (3)—Canada Since 1837**

Rebellion of 1837: the Union of the Canadas. Confederation: Macdonald, Conservatives, Manitoba, Riel, the CPR and western expansion. Ontario’s centrality. Laurier and Liberalism. Borden, World War I, the 1920’s, the Depression, and World War II. Evolution of foreign policy and of welfare state: Mackenzie King, St. Laurent, Diefenbaker, and Pearson. Canada as a Middle Power. Québec: Duplessis, Quiet Revolution, Levesque, PQ and *indépendantisme*. Western growth, oil, resources, and alienation. Trudeau: bicultural federalism and the Canada Act. Mulroney and Conservatism fail: Liberal revival. Bloc Québec, Parizeau and the PQ’s second coming. (HU, GE4b) *Porter*.

*Not offered in 2008-2009*

### **History 336 (3)—Environmental History of Latin America**

Analysis of diverse people’s historical interactions with Latin American environments to show how people created environments and how nature affected human history. Probes social, spiritual, economic, political, and intellectual forces influencing human-environment relations over time. Delves into many geographical areas

and themes, including Amazon rainforests, Andean farms, Patagonian peaks, the Panama Canal, Costa Rican national parks, and Caribbean sugar plantations, as well as US coffee shops, supermarkets, and fast food chains. (HU, GE4b) *Carey*.

*Winter 2010 and alternate years*

### **History 337 (3)—Revolutions in Latin America**

Detailed analysis of 20th-century revolutionary movements in Latin America. Examines historical power struggles, social reforms, and major political changes, with in-depth exploration of Mexico, Bolivia, Cuba, Peru, Chile, and Nicaragua. Explores the social movements and ideologies of underrepresented historical actors, such as peasants, guerrillas, artists, workers, women, students, and indigenous people. (HU, GE4b) *Carey*.

*Fall 2009 and alternate years*

### **History 338 (Anthropology 338) (3)—Anthropology of American History**

*Prerequisites: Anthropology 101, Sociology 102, History 107, History 340, or permission of the instructor.* This course explores issues within historic American communities that ethnographers often investigate among living groups, including cultural values, religious ideologies, class structures, kinship networks, gender roles, and interethnic relations. Although the communities of interest in this course ceased to exist generations ago, many of their characteristic dynamics are accessible through such means as archaeology, architectural history, and the study of documents. Case studies include early English settlement in Plymouth, Mass.; the 18th-century plantation world of Virginia and South Carolina; the post-Revolutionary Maine frontier and 19th-century California. (SS4; GE6d: anthropology area only.) *Bell*.

*Fall 2009 and alternate years*

### **History 339 (3)—Seminar: Natives and Strangers**

An intensive study of the earliest contacts between the eastern tribes of North America and new arrivals from Europe and Africa. Student research papers include primary source materials. (HU, GE4b) *DeLaney*.

*Winter 2011 and alternate years*

### **History 340 (3)—Early American History to 1788**

An intensive study of the political, constitutional, economic and social development of British North America from European discovery through the American Revolution and the years of the Confederation government. (HU, GE4b) *DeLaney*.

*Fall 2009 and alternate years*

### **History 342 (3)—The United States, 1789-1840**

The political, constitutional, economic and social history of the United States from the beginning of Washington’s first term as president to the end of Van Buren’s only term. Launching the Republic; Hamiltonian economic program; the first party system; the Revolution of 1800, the second war for independence; the second party system; westward expansion; Nullification; the Bank War; and the second Great Awakening. (HU, GE4b) *Merchant*.

*Winter 2010*

**History 344 (3)—Seminar on The United States, 1840-1860**

An intensive examination of the sectional conflict: the Mexican War, Manifest Destiny, slavery and the territories, the abolition movement, the failure of compromise, and secession. Emphasis on the study of primary sources and class discussion of assigned reading. (HU, GE4b) *Merchant*.

*Fall 2008 and alternate years*

**History 345 (3)—The American Civil War**

The sectional crisis. The election of 1860 and the secession of the southern states. Military strategy and tactics. Weapons, battles, leaders. Life of the common soldier. Diplomacy: King Cotton and King Wheat. The politics of war. The economics of growth and destruction. Emancipation. Life behind the lines. Victory and defeat. (HU, GE4b) *Merchant*.

*Winter 2009 and alternate years*

**History 346 (3)—Seminar on Reconstruction, 1865-1877**

Abraham Lincoln, Andrew Johnson, and the restoration of the Union. Congressional Reconstruction and the crusade for black equality. Impeachment of the President. Reconstruction in the South. Carpetbaggers, Scalawags and Freedmen. The politics of growth and greed. Collapse of Republican governments and restoration of conservative control. Implications for the future. (HU, GE4b) *Merchant*.

*Spring 2009 and alternate years*

**History 347 (3)—America in the Gilded Age, 1870-1900**

A survey of the transformation of American society under the impact of industrialization and urbanization. It examines how business leaders, workers, farmers, and the middle class attempted to shape the new industrial society to their own purposes. Emphasis is given to social, intellectual, and cultural experiences and to politics. (HU, GE4b) *Senecal*.

*Winter 2010 and alternate years*

**History 348 (3)—Populism, Progressivism, and the New Deal**

The major political, economic, social and intellectual changes that occurred in American life between 1890 and 1945 are examined. (HU, GE4b) *Michelmore*.

*Winter 2010*

**History 350 (3)—Going Nuclear: American Society, Culture and Politics in the Cold War Era**

This seminar offers a topical survey of the popular culture, social changes, and domestic politics of the Cold War United States. Themes covered in this course include the dawn of the atomic age, the social and cultural anxieties produced by the Cold War, the privatization of suburban family life, the problems of historical memory, the boundaries of political dissent, and the relationship between international and domestic politics. This course pays special attention to how popular culture responded to, interpreted, and shaped key episodes in the recent national past. (HU, GE4b) *Michelmore*.

*Fall 2008 and alternate years*

**History 353 (3)—Gay and Lesbian Life in 20th-Century United States**

An intensive study of the gay and lesbian experience, with some focus on bisexual and transgendered persons. This course also traces social perceptions of homosexuality from the beginning of the 20th century through the cultural and religious wars of the early 21st century. (HU, GE4b) *DeLaney*.

*Spring 2009 and alternate years*

**History 354 (3) - The History of the American Welfare State**

This course uses a lecture and surveys the history of the U.S. welfare state from its origins in the poorhouses of the nineteenth century to the "end of welfare as we knew it" in 1996. The historical development of the American welfare state is covered, touching on such key policy developments as Progressive Era mothers' pension programs, the Social Security Act of 1935, Lyndon Johnson's War on Poverty, and the 1996 Personal Responsibility and Work Opportunity Act. Although this course focuses primarily on the United States, students are also asked to compare the U.S. case with the welfare states of other western democracies - including Great Britain, France and the Scandinavian nations - to understand how and why the United States took such a different path. Moving beyond simple policy history, students engage such questions as how the U.S. welfare state has reflected, reinforced, and in some cases produced class, racial, and gendered identities. (HU, GE4b) *Michelmore*.

*Spring 2008 and alternate years.*

**History 355 (3)—American in the 1960s: History and Memory**

Hippies, Flower Power, Panthers, Berkeley, Free Love, Free Speech, Freedom Rides, Dylan, Woodstock, Vietnam, Jimmi, Janice, Bobby and Martin. The events and images of the 1960s remain a powerful and often divisive force in America's recent history and national memory. This course moves beyond these stereotypical images of the "Sixties" to examine the decade's politics, culture and social movements. Topics include: the Civil Rights and Black Power movements, the Great Society and the War on Poverty, Vietnam, the Anti-War movement and the Counterculture, Massive Resistance, the "Silent Majority" and the Rise of the Conservative Right. (HU, GE4b) *Michelmore*.

*Winter 2009 and alternate years*

**History 357 (3)—History of Women in America, 1609-1870**

An examination of women's social, political, cultural and economic positions in America through the immediate post-Civil War. Changes in women's education, legal status, position in the family, and participation in the work force with emphasis on the diversity of women's experience, especially the manner in which class and race influenced women's lives. The growth of organized women's rights. (HU, GE4b) *Senecal*.

*Fall 2008 and alternate years*

**History 358 (3)—History of Women in America, 1870 to the Present**

A survey of some of the major topics and themes in American women's lives from the mid-19th century to the present, including domestic and family roles, economic contributions, reproductive experience, education, suffrage, and the emergence of the contemporary feminist movement. The influence on women's roles, behavior, and consciousness by the social and economic changes accompanying industrialization and urbanization and by variations in women's experience caused by differences in race, class, and region. (HU, GE4b) *Senechal*.

*Fall 2009 and alternate years*

**History 359 (3)—The History of the African-American People to 1877**

An intensive study of the African-American experience from the colonial period through Reconstruction. Special emphasis is given to the slave experience, free blacks, black abolitionists, development of African-American culture, Emancipation, Black Reconstruction, and racial attitudes. (HU, GE4b) *DeLaney*.

*Fall 2009 and alternate years*

**History 360 (3)—The History of the African-American People Since 1877**

An intensive study of the African-American experience from 1877 to the present. Special emphasis is given to the development of black intellectual and cultural traditions, development of urban communities, emergence of the black middle class, black nationalism, the civil rights era, and the persistence of racism in American society. (HU, GE4b) *DeLaney*.

*Winter 2010 and alternate years*

**History 361 (3)—The History of Violence in America**

A broad survey of the social origins, evolution, and major forms of extra-legal, violent conflict in the United States, including individual and collective violence and conflict related to race, class, gender, politics, and ethnicity, especially emphasizing the 19th and 20th centuries. Major topics include theories of social conflict, slavery and interracial violence, predatory crime, labor strife, and the response to crime, especially the rise of prisons and a professional police force. (HU, GE4b) *Senechal*.

*Winter 2009 and alternate years*

**History 362 (3)—The Old South to 1860**

A study of the making of the Old South. Slavery. Antebellum political, economic, social, and cultural developments. The origins and growth of sectionalism. (HU, GE4b) *Merchant*.

*Fall 2008 and alternate years*

**History 363 (3)—The South Since 1877**

Restoration of conservative control. The New South Creed. Tenant farms and mill villages. The agrarian revolt and the Populist party. Racial segregation. Progressives

and Dixie demagogues. The Great Depression and the New Deal. The crusade for civil rights. Economic and political transformation since 1945. (HU, GE4b) *Merchant*.

*Winter 2009 and alternate years*

**History 364 (3)—Seminar on the Origins of the Constitution**

An examination of the historical origins and development to 1791 of the Federal Constitution, including English and colonial backgrounds, state constitutions, the Articles of Confederation, drafting and ratification of the Constitution and the Bill of Rights. (HU, GE4b) *Merchant*.

*Fall 2009*

**History 366 (3)—Seminar: Slavery in the Americas**

An intensive examination of slavery, abolition movements and emancipation in North America, the Caribbean and Latin America. Emphasis is on the use of primary sources and class discussion of assigned readings. (HU, GE4b) *DeLaney*.

*Winter 2010 and alternate years*

**History 367 (3)—Seminar in American Social History**

An examination of selected topics in the social history of the United States. Requirements include a major research paper based on original source material. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Senechal*.

*Spring*

**History 368 (3)—Building a Suburban Nation: Race, Class and Politics in Postwar America**

Together, the overdevelopment of the suburbs and the underdevelopment of urban centers have profoundly shaped American culture, politics and society in the post-WWII period. This course examines the origins and consequences of suburbanization after 1945. Topics include the growth of the national state, the origins and consequences of suburbanization, the making of the white middle class, the War on Poverty, welfare and taxpayers "rights" movements, "black power," and how popular culture has engaged with questions about race and class. In the process of understanding the historical roots of contemporary racial and class advantage and disadvantage, this course will shed new light on contemporary public policy dilemmas. (HU, GE4b) *Michelmores*.

*Fall 2008 and alternate years*

**History 369 (3)—Topics in United States, Latin American or Canadian History**

A course offered from time to time, depending on student interest and staff availability, on a selected topic or problem in United States, Latin American or Canadian history. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Staff*.

## ASIAN AND AFRICAN HISTORY

### History 370 (3)—Australia and New Zealand

Indigenous peoples, European exploration and settlement, colonial evolution, wool, gold, aboriginal degradation, the Maori Wars, social experiments, urbanization, depression and federation (in Australia). Constitutional and party history, industrialization, labor relations, Depression, and the world wars. Foreign policy, the welfare state, immigration; postwar South Pacific powers. Decline of British influence, America's hegemony, Vietnam, free markets, the choice for Asia and the Pacific. (HU, GE4b) *Porter*.

*Not offered in 2008-2009*

### History 374 (3)—History of Southern Africa from the 17th Century

San, Khoi and the Southeast African background. The Dutch East India Company and its Cape Colony. British conquest. Boer vs. African vs. British. The Zulu upheaval, Xhosa resistance, the Basuto and Swazi kingdoms. The Great Trek and Trekboer republics. From wine and sheep to diamonds then gold and the Rand. Transvaal autonomy, German intrusion, Boer Wars, Reconstruction, and the Union of South Africa. Botha, Smuts, Hertzog and the rise of Afrikaanderdom. World wars, Depression, and Nationalist victory. Afrikaaner domination: apartheid's tyranny. African nationalist resistance. Nats isolation and aggression. Apartheid fails: Botha, de Klerk, Mandela, the African unions, African majority government 1994. Rhodesia: conquest, colony, and revolution. Zimbabwe's independence: Mugabe's regime. Lesotho, Swaziland, Botswana: colonies to independence and after. Mozambique: Portuguese colony, revolution, independence, chaos. Namibia's struggle for independence succeeds. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

### History 375 (3)—European Imperialism in East and Central Africa in the 19th and 20th Centuries and the Successor States

East African and Islamic origins. Swahili's spread: commerce, the slave trade, and African imperialisms. Exploration: Livingstone, Stanley, etc. and the Christian missions. Portuguese, German, and British imperialism: the colonial era. World wars, colonial development, nationalism, and independence. Mau Mau, Kenyatta and Moi in Kenya. Tanzania: Nyerere, socialist ideals and economic failure. Zambia: Kaunda's economic failure. East African holocausts: Uganda, Burundi, Rwanda, Mozambique. Uganda's recovery. Rhodesia: settler colony, UDI, revolution, independence. Zimbabwe: Mugabe's leadership. (HU, GE4b) *Staff*.

*Not offered in 2008-2009*

### History 378 (3)—The Indian Subcontinent: European Imperialism and the Rise of the Succession States, 1498 to the Present

Rise and fall of the Mughal Empire. The Portuguese, Dutch, French, and English in India. Indian resistance and the domination of the English East India Company's empire in India. Bengali renaissance, Reform, and the Indian Mutiny. The conservative British Raj. The Indian Congress Party: Tilak, Gokhale, and Gandhi. Congress,

the world wars, Jinnah and the Muslim League. Divided independence: Pakistan: creation, dictatorship, division and the Bhuttos. Bangladesh: deprivation, disaster, independence and poverty. India: Nehru; democracy, socialism, and Cold War. Indira and Rajiv Gandhi: dynasty's destruction. Economic reform. Sri Lanka: European domination, independence, cultural division and disaster. Nepal's independent dependence. (HU, GE4b) *Porter*.

*Not offered in 2008-2009*

### History 380 (3)—Japan to 1800: From Shamans to Samurai

A specialized survey. The emergence of indigenous Japanese society and its adaptation to cultural and political influences from mainland East Asia, including Buddhism, Confucianism, and Chinese concepts of empire. The course also focuses on the development of a uniquely Japanese model of social organization, samurai society, from these earlier influences. (HU, GE4b) *Bello*.

*Winter 2010 and alternate years*

### History 381 (3)—Japan in World War II

A study of Japan in the war including the Manchurian Incident, the Marco Polo Bridge Incident, the road to Pearl Harbor, the war, Japan's decision to surrender, the controversy over the role of Emperor Hirohito. Using films, memoirs, and wartime and later Japanese writings, the period is viewed from both Japanese and western perspectives. (HU, GE4b) *Bello*.

*Winter 2010 and alternate years*

### History 383 (3)—China's Imperial Shadow: Prehistoric Origins to 1600

A specialized survey. Pre-modern Chinese civilization arguably invented and certainly reinvented the theory and practice of empire. This course follows the ebb and flow of imperial political, economic and cultural power across China and as it periodically spilled over into Southeast Asia and Inner Asia to include parts of the histories of Mongolia, Vietnam, and Korea, as well. Themes include the inventions of Confucianism; the popular culture of the civil service exam; Mongol apartheid; relating to the barbarians; keeping Chinese men and women in their places; Chinese Buddhism's Silk Road; traditional religion and popular revolt; premodern bureaucracy in action and stagnation. (HU, GE4b) *Bello*.

*Fall 2009 and alternate years*

### History 385 (3)—The Yin and Yang of Gender in Late Imperial China (10th-19th centuries)

Relations between men and women are the basis of any human society, but the exact nature and interpretation of these relations differ from time to time and from place to place. The concepts of Yin (female) and Yang (male) were integral to the theory and practice of Chinese gender relations during the late imperial period, influencing marriage, medicine and law. This course examines the historical significance of late-imperial gender relations across these, and other, categories from both traditional and modern perspectives. (HU, GE4b) *Bello*.

*Winter 2009 and alternate years*

**History 386 (3)—Managing Mongols, Manchus, and Muslims: The Control of Ethnic Diversity in China (16th-20th Centuries)**

The unprecedented expansionism of China's last dynasty, the Qing (1644-1911), produced an ethnically and geographically diverse empire whose legacy is the current map and multiethnic society of today's People's Republic of China. The Qing empire's establishment, extension and consolidation was inextricably bound up with the ethnic identity of its Manchu progenitors. The Manchu attempt to unify diversity resulted in a unique imperial project linking East, Inner and Southeast Asia. This course explores the multiethnic nature and limits of this unification, as well as its 20th-century transformations. (HU, GE4b) *Bello*.

*Winter 2009 and alternate years*

**History 387 (3)—The Struggle Over China's Environment**

The course covers the more recent periods of China's so-called "3,000 years of unsustainable growth" from about AD 618 into the present. Themes focus on China's historical experience with sedentary agriculture, fossil fuel and nuclear energy, wildlife and forest management, disease, water control, and major construction projects like the Great Wall. (HU, GE4b) *Bello*.

*Fall 2009 and alternate years*

**History 389 (3)—Topics in Asian or African History**

A course offered from time to time depending on student interest and staff availability, on a selected topic or problem in Asian or African history. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Staff*.

**History 395 (3)—Advanced Seminar**

*Prerequisites: Junior standing, 15 credits in history, and permission of the instructor.* A seminar offered from time to time depending on student interest and staff availability, in a selected topic or problem in history. May be repeated for degree credit with permission and if the topics are different. (HU, GE4b) *Staff*.

**History 396 (3)—History of Washington and Lee**

*Prerequisites: Permission of the instructor and completion of preliminary research.* An examination of the history of Washington and Lee University concentrating on the period between 1910 and 1945, and applying interpretations from general literature on the history of higher education in America. Several papers are required. During the fall and winter terms prior to enrollment, interested students should consult with the instructor about their research project. (HU, GE4b) *Sanders*.

*Not offered in 2008-2009*

**History 401 (1), 402 (2)—Directed Individual Study**

*Prerequisites: Cumulative grade-point average of 3.250 in all history courses and permission of the instructor.* A course which permits the student to follow a program of directed reading or research in an area not covered by other courses. May be repeated for degree credit with permission. *Staff*.

**History 403 (3)—Directed Individual Study**

*Prerequisites: Cumulative grade-point average of 3.250 in all history courses, completion of three 300-level history courses, permission of the instructor, and junior standing.* A course which permits the student to follow a program of directed reading or research in an area not covered in other courses. May be repeated for degree credit each term of the junior and senior year. *Staff*.

**History 453 (3), 456 (6)—Internship in History**

*Prerequisites: 15 credits in history or in related disciplines (with the department head's approval), cumulative grade-point average of at least 3.000, and permission of the department.* An internship in history at a public or private agency or institution culminating in a major project completed in consultation with a faculty supervisor and the sponsoring agency or institution. Because of staff limitations, the department may give preference to history majors. See the department head for details. May be repeated with permission for degree credit for a total of six credits, if the topics are sufficiently different. *Staff*.

*Fall, Winter, Spring*

**History 473 (3-3)—Senior Thesis**

*Prerequisite: Admission to candidacy for Honors in history.* This course serves only as an alternative to History 493, when work for the Honors program is either incomplete or inadequate. *Staff*.

**History 493 (3-3)—Honors Thesis**

*Prerequisites: Cumulative grade-point average of 3.500, permission of the department, and senior standing.*

*Fall-Winter*