





















This course examines the ways in which democracy and empire evolved together and in tension in U.S. history, with an emphasis on international contexts and changing forms of racism, from the Haitian Revolution to the immediate aftermath of World War I. Topics include Jeffersonian Democracy, Native American political innovation, the women's missionary movement, growth of the federal government, African American public leadership, U.S.-Latin American relations, and Wilsonian internationalism. We will consider the role of gender throughout.

*Meets Humanities I-B requirement*

*M. Renda*

*4 credits*

### **281f African American History, Precolonial to Emancipation**

This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free Negroes, the crisis of the nineteenth century, and the effect of the Civil War.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. J.Morgan*

*4 credits*

### **282s African American History: 1865 to the Present**

This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. J.Morgan*

*4 credits*

### **283fs Topics in the Recent History of the United States**

These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

*Fall 2011*

#### *283f(1) The United States since 1945: We Didn't Start the Fire*

America emerged from the Second World War as the most powerful nation on earth. This course explores the political, cultural, and social life of Americans in the most recent historical period. Topics include the birth of the national security state, cold war at home and abroad, popular culture and the consumer society of the fifties, political conflict and cultural rebellion of the sixties, the civil rights struggle, and the decline of American empire.

*Meets Humanities I-B requirement*

*D. Czitrom*

*4 credits*

#### *283f(2) The Culture of AIDS in the U.S.*

(Same as Gender Studies 206f(02)) An examination of the powerful unleashing of literary and political activism in the wake of the AIDS outbreak. We will look at literary texts such as Tony Kushner's play *Angels in America*, Larry Kramer's novel *Faggots* and play *The Normal Heart*, Sarah Shulman's novel *People in Trouble*, and Jonathan Larson's play, *Rent*. We will look at the AIDS quilt and other memorializing efforts, political groups such as The Gay Men's Health Crisis, ACT UP and Queer Nation for the ways that it redefined activism and recrafted the politics of medical trials and drug distribution, and will conclude with the role AIDS played in the consolidation of the Christian New Right.

*Meets Humanities I-B requirement*

*J. Gerhard*

*4 credits*

*Spring 2012*

#### *283s(1) Reel America: History and Film*

This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the

silent era through the so-called classical period and through the post-World War II breakup of the studio system.

*Meets Humanities I-B requirement*

*D. Czitrom*

*2 meetings (75 minutes) and a weekly screening lab; 4 credits*

**283s(2) American Foreign Policy**

(See International Relations 270, Politics 270)

*Meets Social Sciences III-A requirement*

*J. Ellis, V. Ferraro*

*Prereq. Politics 116; 4 credits*

**284s History, Ecology, and Landscape**

This course explores the history of ecological thinking and changes in landscape through human intervention and natural processes, primarily from the eighteenth century to the present. Our survey of thinking will include Europeans such as Darwin and the founder of modern ecology, Ernest Haeckel, and Americans Henry David Thoreau and Aldo Leopold. Our study of historical landscapes will focus on the Boston Fens designed by Frederick Law Olmsted and our own backyard, the Connecticut River Valley and the Harvard Forest.

*Meets Humanities I-B requirement*

*R. Schwartz*

*4 credits*

**287fs Topics in Latin American Studies**

*Fall 2011*

*\*287f(2) Voices of the Excluded: Latin American History Through Testimonial Literature*

(Same as Latin American Studies 287) Latin America's inequalities have led to the exclusion of millions of voices from official historical documents. These voices emerge in testimonial literature, a literary genre where scholars create a written account of the "testimonies" of marginalized individuals. The factors that influence the production of testimonial literature will be explored through memory, authorship, and first world/third world relations, using *I, Rigoberta Menchu: An Indian Woman in Guatemala*, and the debates that arose after she won the Nobel Peace Prize. The class focuses on issues of subjectivity, identity, and discourse analysis

as tools for using testimonial literature as a historical source.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*4 credits*

*Spring 2012*

*287s(1) Afro-Latin America: From Slavery to Invisibility*

(See Latin American Studies 260)

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*L. Gudmundson*

*4 credits*

**288f Modern Mexico**

(See Latin American Studies 288)

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, with permission of instructor; 1-4 credits*

**\*296s Women in History**

*\*296 Women in Chinese History*

(Same as Gender Studies 206s-03) An exploration of the roles and values of Chinese women in traditional and modern times.

Topics will include the structure of the family and women's productive work, rules for female behavior, women's literature, and the relationship between feminism and other political and social movements in revolutionary China. Readings from biographies, classical literature, feminist scholarship, and modern fiction.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*J. Lipman*

*4 credits*

*\*296 African Women: Food and Power*

(Same as Gender Studies 206s-01) This

course uses archival records, fiction, life histories and outstanding recent scholarship to investigate African women's actions in a cen-

ture that encompassed women's loss of agency and authority but the endurance of their responsibility for the production of food. We investigate the erosion of women's economic power and the loss of women's work of governing at conquest, in the early colonial period, and as a consequence of Africa's integration into the world economy as its least powerful player. We examine women's efforts to sustain productive activities in the face of opposition and the gendered tensions these efforts provoke. Optional 4th hour discussions.

*Meets multicultural requirement; meets Humanities I-B requirement*

*H. Hanson*  
4 credits

### 300-Level Courses

#### Colloquium

A 300-level class concentrating on advanced readings in secondary sources and on the analysis and construction of an historical argument. A colloquium may be centered on a broad historical theme, issue, or problem that is likely to affect the world into which current students will graduate. Please note that admission to all 300-level history courses is by written application and permission of the instructor. Students may apply online at [http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

#### 301fs Colloquium

*Fall 2011*

##### *301f(1) The Abolition Movement*

This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.

*Meets multicultural requirement; meets Humanities I-B requirement*

*L. J. Morgan*

*Prereq. permission of instructor, written application*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

*301f(2) New York City: Capital of the World*  
A colloquium focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.  
*Meets Humanities I-B requirement*

*D. Czitrom*

*Prereq. permission of instructor, written application*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

*Spring 2012*

##### *301s(1) Bodily Desires: Sexuality in the U.S. from 1900 to the Present*

(Same as Gender Studies 333) In this seminar, we will study the history of sexuality, desire, and bodies. The premise of this interdisciplinary seminar is that sexuality is both historically constructed (fluid and changing over time and culture) and embodied and lived (experienced for many as essential and unchanging). We will study experts who set out terms and frameworks for understanding modern sexuality; how in different ways and in different times communities of sexual minorities strategically used selected elements of expert discourse to forge their own narratives of self and desire. Students will examine sexual classifications—mainstream and “normal” or subcultural and “deviant”—as mutually constructed.

*Meets Humanities I-B requirement*

*J. Gerhard*

*Prereq. permission of instructor; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)); 4 credits*

*301s(2) The Age of Emancipation*

This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—freed-people, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.

*Meets multicultural requirement; meets Humanities I-B requirement*

*L. J. Morgan*

*Prereq. permission of instructor; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*301s(3) The Indian Ocean World*

(Speaking-intensive course) In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.

*Meets multicultural requirement; meets Humanities I-B requirement*

*K. Datla*

*Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits; meets history department pre-1750 requirement*

*\*301(10) Madrasas, Missionaries, and Modernity: Education in Middle Eastern History*

Colloquium on history of education in Middle East with emphasis on eighteenth century to the present. Islamic, missionary, colonial educational institutions and rise of nationalist systems of pedagogy. Main topics include: shift from oral to written tradition; relationship between education and social roles; impact of religious, economic, political forces on production of knowledge; locating and defining “modern,” “secular,” and “religious” education; role of intellectual and teacher; significance of language. Also examines impact of current discourse of reform in the region.

*Meets Humanities I-B requirement*

*N. Sbaiti*

*Prereq. permission of instructor; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*\*301(14) Pivotal Moments in the Development of Capitalism*

(See Critical Social Thought 255; see Economics 204)

*J. Christiansen*

*Prereq. jr, sr only, 8 credits in History and the permission of instructor; 4 credits*

**Research Seminar**

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing. Please note that admission to all 300-level history courses is by written application and permission of the instructor. Students may apply online at [http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

**322s “Eternal Rome”: The City and Its Peoples throughout the Ages**

This course investigates the many-layered levels of the city of Rome’s complex history from its origins to the twenty-first century, focusing on the period beginning in 1420 when the rebuilding of the devastated medieval city begins and gradually gives rise to

Rome of the Renaissance and the Baroque. Special attention will be given to the social and political history of Rome, its catastrophes and triumphs, paupers, princes and popes, myths, legacies, and deep secrets.  
*Meets Humanities I-B requirement*

F. McGinness

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### 323s Germans, Slavs, and Jews, 1900-1950

(Same as European Studies 323) This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.

*Meets Humanities I-B requirement*

J. King

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### 331f Asian History: China's Tumultuous Twentieth Century

A research seminar on the socioeconomic transformation of China from the advent of nineteenth-century imperialism to the Cultural Revolution. Topics include reform programs of the late Qing, the chaos and experimentation of the Republican period, and the centralizing totalitarianism of the People's Republic. Requirements include reviews of primary and secondary literature, definition and presentation of a research topic, and a final essay based on intensive research.

*Meets multicultural requirement; meets Humanities I-B requirement*

J. Lipman

*Prereq. permission of instructor, written application*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### 335s Conquerors and Conquered: Early Islamic Imperialism

Within decades of Muhammad's death, the early Muslims found themselves in charge of an empire that extended from the Hindu Kush to the Atlantic. The populations over which the first generation of Muslims ruled were largely Christian, Jewish, Zoroastrian, or Buddhist. This seminar examines the complex interactions between Muslims and non-Muslims, conquerors and conquered, during the first Islamic century. The seminar will attend to two questions: How did the conquerors draw on Islamic-Arabian traditions as well as Roman and Persian institutions to establish enduring structures of rule over non-Muslim populations? How did the conquered respond to the creation of an Islamic empire?

*Meets multicultural requirement; meets Humanities I-B requirement*

R. Payne

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### 341f Topics in African History: Power and Exchange in the African Past

As rising food prices cause distress, starvation, and food riots around the world, we focus on the creation of markets for food. How did food become a marketable commodity, and what have the consequences been? What social expectations lie behind food riots, and what changes have food riots caused? How are agrarian systems that produce food as a commodity different from those that combine cash crops with self-provisioning? Why is greater market integration seen as a panacea by some and an anathema by others? We explore these questions globally, with a focus on Africa.

*Meets multicultural requirement; meets Humanities I-B requirement*

H. Hanson

*Prereq. permission of instructor, written*

*application*

([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

### **349f The Roman Empire in the Age of Justinian and Theodora**

The Roman Empire underwent a dramatic transformation during the transition from antiquity to the middle ages. It was an era of great challenges and great achievements. The borders of the empire expanded as lost territories were reconquered. The legal code behind most modern legal systems was created. Some of the most impressive buildings of all time were constructed. Yet foreign invasions and internal revolts caused upheavals, while the traditional fabric of society was threatened by plague. The Christianisation of the state led to the persecution of other faiths. This seminar aims to shed light on political, social, and cultural history. We end by looking at the rise of a new power: Islam.

*Meets Humanities I-B requirement*

*T. Shawcross*

*Prereq. permission of instructor, written application*

([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

### **\*351f The Middle Ages: Monasticism and the Making of the Middle Ages**

During late antiquity, individuals separated themselves from families, cities, and relations of power to practice asceticism in monasteries. They thus contributed to the transformation of the very societies they had abandoned. The seminar will debate the ways in which monastic practices, institutions, and literatures were involved in the social, cultural, and economic changes that distinguished “medieval” from “ancient” societies. The rich documentation for monasticism—saints’ lives, letters, papyri, ostraca, and charters—will enable us to investigate the shifting roles of holy women and men, anchorites, holy fools, and coenobites in early medieval societies, from Egypt to Ireland.

*Meets Humanities I-B requirement*

*R. Payne*

*Prereq. permission of instructor, written application prior to academic advising period* ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

### **361s Modern Europe: The Nineteenth Century: Darwin**

(See Biological Sciences 308)

*Meets Humanities I-B requirement*

*S. Rachootin*

*4 credits*

### **365f Modern Europe: The Twentieth Century: Minority Rights in Modern Europe**

(Same as European Studies 316f-01) This course will compare the rights regimes of various national, racial, and religious minorities in twentieth-century Central Europe, including Czechs, Germans, and Jews in late imperial Austria, Germans in interwar Czechoslovakia and Poland, Jews and Roma (“Gypsies”) in Nazi Germany, Germans in Nazi client states, Serbs, Croats, and others in Communist Yugoslavia, and “guest workers” in the Federal Republic of Germany since the 1960s. Readings, discussion, and research will center on political struggles in daily life as well as over the longer haul, constitutional law, and different approaches to the dilemmas of reconciling difference with equality.

*Meets Humanities I-B requirement*

*J. King*

*Prereq. permission of instructor, written application*

([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

### **\*371s Early American History: First Family: Abigail and John Adams**

The Adams family can lay claim to being the greatest dynasty in American history, producing several generations of presidents, statesmen, and intellectuals. This seminar will focus on the two founders of that dynasty, their role in shaping the course of the American Revolution, and the impact those dramatic events had on their lifelong partnership. A research paper based on *The Adams Family Correspondence* will be required.

*Meets Humanities I-B requirement*

*J. Ellis*

*Prereq. permission of instructor; written application prior to academic advising period* ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

**381fs Recent American History***Fall 2011*

\*381f(1) *From Victorianism to Modernity: American Cultural History 1890-1940*

In this research seminar, students will be introduced to major themes in the history of the US between 1890 and WWII with special attention to the rich and varied cultures of modernity: transformations in morals, manners and marriage, the rise of consumer markets and new modes of entertainments, modern definitions of race, gender and sexuality, and new forms of cultural radicalism make the transition from Victorianism to modernity an exciting period to explore in depth. Students will look at a range of documents with an eye towards developing a research paper topic. The process of researching and drafting is built into the syllabus through skill-based exercises, dates for topics, and first-drafts.

*Meets Humanities I-B requirement*

*J. Gerhard*

*Prereq. permission of instructor, written application*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

*Spring 2012*

381s(1) *America since the Great Depression*

This intensive seminar, centered on how to research and write about the recent American past, begins by considering several key historical interpretations of a variety of issues. Students write a substantial research paper based on primary and secondary sources.

*Meets Humanities I-B requirement*

*D. Czitrom*

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

**388s Postmodernism and Latin America**

(See Latin American Studies 388)

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

**\*389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

(See Latin American Studies 389)

*Meets Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

**390f South Asian Nationalisms**

(Speaking- and writing-intensive course)

This course is a seminar on the formation and workings of South Asian nationalisms. Home to one of the largest and most successful anti-colonial campaigns, the South Asian subcontinent was also the site of one of the most dramatic partitions of the modern age. Topics include the thought and practice of South Asia's nationalist elite, economic nationalism, noncooperation and civil disobedience, the Khilafat movement, the partition of the subcontinent, the emergence of the independent states of India and Pakistan in 1947, and Bangladesh in 1971. Requirements will be structured around writing and presenting a final essay based on intensive research.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*K. Datla*

*Prereq. permission of instructor, written application*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, permission of department; 1-8 credits*