

UNIVERSITY OF VERMONT
HISTORY DEPARTMENT COURSE OFFERINGS
FOR FALL 2023

HST 1010A FYS: HISTORY OF THE PRESENT (95293)

This course will engage students in applying a historical perspective to some of the present moment's most pressing issues, from political tribalism to the racial achievement gap to inequality, climate change, and the trajectory of human progress. Functioning as a sort of first-year seminar, this course will explore some of today's most compelling and difficult issues, alongside a more general orientation to university life. The meat of the course will be readings from some of the most influential thinkers now defining these dialogues: Steven Pinker on progress and inequality; Coleman Hughes and Ta Nehisi Coates on race in America, Christina Hoff Sommers on "the war against boys," Jonathan Haidt on "the coddling of the American mind," Heather MacDonald on diversity, and other elements of the Great American Conversation. The course will involve short, more or less weekly essays on the reading and discussions of that material and a five-page term paper, as we try to bring historical perspective, and the rules of evidence and logic, to the problems confronting American society.

Prerequisites: CAS first-year, first-time students only **Concentration:** Europe (HI02)

3 Credits

ZDATNY, Steve

M W 3:30 – 4:45

HST 1010B FYS: U.S. WOMEN'S HISTORY (95295)

This first-year seminar introduces American women's political and social activism from the nineteenth century to today. It begins with an examination of the anti-slavery and women's rights movements before the Civil War, continues with a focus on the struggle for the right to vote and the subsequent battles for political inclusion, and culminates with a discussion of the rise of global feminism. The course is designed to introduce students to important leaders and their ideas, the evolution of movements for equal rights and social justice, and key political moments in American women's history. We will use historical methodologies, which means exploring how and why changes occurred and the impact of change on the lives of ordinary people and the nation. Students will work individually and in groups on research assignments.

Prerequisites: CAS first-year, first-time students only **Concentration:** The Americas (HI05)

3 Credits

GUSTAFSON, Melanie

T Th 11:40 - 12:55

HST 1010C FYS: COMPLEX CASES: LAW, JUSTICE, AND EQUALITY IN MODERN AMERICA (95297)

For Americans living today, *Brown v. Board of Education* is probably the most well-known case in the history of the U.S. Supreme Court. We often take the Court's Opinion in that case to stand for the principle of equality despite differences of racial background. But the Opinion in a famous case like *Brown* can obscure as much as it reveals: How did the case originate? Who brought it to the Court and why? What did it actually accomplish? And what political and legal options did it obscure, even as it advanced others? "Complex Cases" has 5 units: We start by reviewing "tools" in the study of modern American law, diverse approaches to what law is and does that are applicable to diverse times, places, and situations. Our second unit concerns the "great case" *Roe v. Wade*, at the end of which the Court ruled that state laws criminalizing abortion in the first two trimesters of a pregnancy were unconstitutional. The third unit centers *Brown*, placing it in the long history of legalized racial segregation in the U.S. and considering its limitations and implications. The fourth unit concerns the law of the so-called War on Terror that the U.S. has pursued since September 11, 2001. We focus on the important case *Hamdan v. Rumsfeld* (2006) and the legal justifications offered by members of the Bush Administration for pursuing the war on terror as they did. Last, each student has an opportunity to research and write about a major legal case that is of interest to you – using the same tools and historical perspectives that we have worked with all semester long. We will read short articles or excerpts on "tools." Then, we read one major text for each big case: Leslie Reagan, *When Abortion Was a Crime*; Michael Klarman, *Brown v. Board of Education and the Civil Rights Movement*; and Jonathan Mahler, *The Challenge*. Alongside these major texts, we read shorter pieces either by scholars or by participants in the events under study, and we examine some of the official legal texts from the cases. The course is built around readings, informed discussion, short writing exercises, and a final piece of independent writing and research, in which you choose the case you want to study and the text you want to use from a long list that will be provided. The goals of the writing exercises are to develop your own ideas about how law works in our society; to get well-versed in using a set of important tools [we could also call them lenses, approaches, or theories] for studying law; and to develop expertise in a few discrete areas of legal and social history.

Prerequisites: CAS first-year, first-time students only **Concentration:** The Americas (HI05)

3 Credits

KORNBLUH, Felicia

T Th 1:15 – 2:30

HST 1020A LASP: HISTORY OF THE WILD (95099)

“Wild” and “wilderness” are concepts that most UVM students would embrace and celebrate. Where did they originate? How have they evolved over time? Who has defined them, and whom did/do they serve? We’ll launch this course with a field trip to a recently created Vermont wilderness preserve to gauge the meaning of these ideas to our fellow citizens now. Dropping back 500 years, we’ll trace the history of “wild” and “wilderness” in North America through a varied assortment of historical sources: maps and journals of European exploration; samples of American literature, art and philosophy; the creation and experience of parks, preserves and summer camps; Wild West shows and Hollywood film. This is a course in cultural and intellectual history which seeks to cultivate close reading, strong writing, and historical research. Some background in U.S. or Canadian history is useful. Cross-listed with ENVS 195.

Prerequisite: *LASP Earth & Environment Scholars only; Instructor permission required*

Concentration: The Americas (HI05)

3 Credits

MASSELL, David

T Th 10:05 – 11:20

HST 1020B LASP: VISUALIZING INDIA (95388)

In this course we will explore India's urban history through its nineteenth and twentieth century visual and material culture, using images, advertisements and the histories of things to uncover different perspectives on the past than what is available from other sources. Visual and material culture provided essential tools by which Britain made sense of their colony, and urbanized Indians integrated global trends and built national identities. By looking at examples including handwoven cloth, soap, tea and much more, we will explore how various visual and material forms have generated meanings in different historical contexts, and how those materials are used for particular social, cultural or political ends. The course will be divided into roughly three parts. In the first, we will do a crash course in Indian history in the nineteenth and twentieth centuries, offering a quick overview of the development of British colonial rule, the reorientation of local economies towards imperial and global markets, and the various caste, religious, social and anti-colonial movements that roiled this era. With this as a rough starting point, we will then turn to the second part, where we hone in on the experience of Bombay (India's most cosmopolitan city, one of the largest in the subcontinent, and a key port in the British empire) to explore key changes of the era through iconic visual and material sources. To explore new gender ideals, we will explore how the 1920s Modern Girl (known for her flapper dresses and bobbed hair) reconciled global and local expectations of femininity, while health tonics attempted to shore up middle class masculinity. To explore ideas of progress and development, we will look at the expanding popularity of sports as a way to 'civilize India', along with the successful campaign to get Singer sewing machines into homes across the subcontinent. Through these and other examples, we will focus on how particular objects or visual genres helped to define and express ideas in the past. Finally, in the third section of the course, we will take the breadth of knowledge and methodologies learned over the course of the semester to offer our own visual interpretations of the past. Here we will be focusing specifically on advertisements aimed at urban markets in Bombay as a way to explore daily life and everyday politics in different moments of time. Working with the Times of India (which is fully archived online, available through the UVM library) from the 1900s through 1960, students will explore key themes about Indian history—gender, health/medicine, modernity/progress, and empire/nation—using advertisements to explore markets, desires, consuming practices, and political choices in late colonial urban India.

Prerequisites: *LASP Humanities Scholars only; Instructor permission required*

3 Credits

MCGOWAN, Abigail

T Th 10:05 – 11:20

HST 1370A GLOBAL ENVIRONMENTAL HISTORY (93348)

In addition to introducing students to the basic principles and concepts of environmental history, this course will explore the influence of nature—climate, topography, plants, animals, and microorganisms—on human history and the way people, in turn, have influenced the natural world around them. The course will be global in scope and will examine how humans have interacted with their environment from the Paleolithic era to modern times. In particular, it will focus on how some of the world’s major civilizations changed their environment, how the environment limited their development, and how they coped—or failed to cope—with the environmental problems that civilizations inevitably produce.

Concentration: The Americas (HI05), Europe (HI02), Africa/Asia/Middle East/Global (HI04)

3 Credits

BUCHANAN, Andrew

MWF 12:00-12:50

HST 1440A HISTORY OF CHINA AND JAPAN (90601)

This course is a broad introduction to major topics and significant themes in East Asian history with a primary focus on places we now call China and Japan. Significantly, we will explore the history of both from a comparative perspective that stresses the impact and influence of each society on the other in an effort to transcend the intellectual limitations imposed by the political boundaries of the nation-state. In doing so, we will interrogate problems of historical knowledge and representation relevant to anyone possessing a sincere desire to develop a contemplative and compassionate understanding of our shared human past.

Concentration: Africa/Asia/Middle East/Global (HI04)

3 Credits

ESSELSTROM, Erik

MWF 9:40-10:30

HST 1615A HISTORY OF THE US SINCE 1865 (90188)

History 1615 is an introductory survey of U.S. history from the Civil War to the recent past. This course emphasizes the development of a series of basic historical skills and provides a chronological and topical analysis of the past. Course requirements include assigned readings and examinations.

PACE students register for HST1615 ZRA

Concentration: The Americas (HI05)

3 Credits

GUSTAFSON, Melanie

T Th 8:30-9:45

HST 1700A 20TH-CENTURY EUROPE IN FILM (95287)

This class will examine the history of this tumultuous century through its cinema. Movies will include both historical classics, like *Battleship Potemkin*, and such recent offerings from European studios as *The Lives of Others*. They will cover the principle events and themes of the century: the Russian Revolution and World War I, fascism, the Irish Revolution, the Holocaust, World War II, Europe's postwar economic miracle and the revolts of 1968, decolonization, life under communism, among others. Class will consist of lectures, viewing the films, and discussions.

Concentration: Europe (HI02)

3 Credits

ZDATNY, Steven

T Th 11:40 – 12:55

HST 1705A GREEK HISTORY AND CIVILIZATION (95258)

A mixture of political, military, social, and economic history, this course will introduce students to the principal issues, events, and personalities of Greek History from the end of Persian Wars to Alexander the Great, including the Peloponnesian War. Issues to be treated include political systems—specifically constitutional theory and tensions between democracy and empire—war, trade and colonization, imperialism, law, agriculture, geography, climate and natural resources, slavery, gender, equality and inequality, identity construction, citizenship, sport, oratory, as well as urban and town planning. Primary sources include literature (Thucydides, Euripides, Sophocles, Aristophanes, Xenophon, Plato, Aristotle, Demosthenes, etc.), historical documents (inscriptions and coins), and archaeological sites and artifacts (pottery, metals, and building materials). One aim of this course is to understand the development of historical writing, the deliberate recording of events within a narrative framework. Students will study and evaluate a variety of primary sources and should be prepared both to question these sources and to scrutinize modern assessments of them. Students who have taken CLAS 21, CLAS 121, HST 21, HST 121 in fall 2021 are welcome to register. The textbook will be the same book used in fall 2021 (*Ancient Greece: A Political, Social, and Cultural History. 4th Edition, Pomeroy, Burstein, Donlan, Roberts, and Tandy, eds.*). Please email the instructor if you have questions about registration. Students are expected to complete all readings and attend class. Students should expect to spend approximately six hours a week on coursework per university policy regarding work required for a three-credit course, with additional time for assessments. Evaluation: Quizzes, three tests. In addition, students registered in CLAS 2320 and HST 2705 will be required to write a ten-page research paper.

Concentration: Europe (HI02)

3 Credits

EVANS, Jessica

MWF 10:50-11:40

HST 1710A EARLY EUROPE (94288)

This course surveys the history of Europe from the early Middle Ages to the wars of religion between Catholics and Protestants. Topics will include Charlemagne's empire, the power struggles between kings and popes, the crusades, the great discoveries (science and technology, the Americas), the Renaissance and the Reformation.

Concentration: Europe (HI02)

3 Credits

BRIGGS, Charles

T Th 2:30-3:10

HST 1990A IMMIGRATION/JUSTICE (95095)

In this interdisciplinary course, students will become familiarized with the current, ongoing migration of people from Mexico and Central America to the United States, the reasons that many of them are seeking asylum in this country, and the numerous challenges they face in doing so. Over the course of the semester, we will examine the long-term causes of this migrant exodus from those countries up to the present day, the policies in place that govern migration and asylum, the legal aspects of asylum seeking and the asylum process, and the politics that have driven and continue to underwrite all these things. We will also analyze the causes and consequences of US immigration policy through time, and the push and pull factors that drive migration decisions, including political and economic conditions in the countries of origin and in the United States. This is therefore a course that is centrally focused on the following themes: the migrant experience, organized crime and drug trafficking in Mexico and Central America, US-Latin American relations, migration history and policy, immigration politics, and asylum law and process. This is the first part of a two-course sequence and will be the principal prerequisite (among others) for a seminar to be taught in 2024-5 that will include a service-learning component in support of asylum seekers and their attorneys.

Concentration: The Americas (HI05)

3 Credits

OSTEN, Sarah

T Th 2:50 – 4:05

HST 2050A HISTORY METHODS (92959)

This course is designed for history majors. Its main purpose is to enhance your understanding of the work historians do, and your ability to do that work yourself. It is essentially a hands-on practicum, designed to sharpen your most important skills: assessing the work of other historians; conducting your own historical research (including finding materials in libraries and on-line) and interpreting those materials; presenting your findings and interpretations in clear, effective prose, using the accepted forms of writing, citation, and bibliography. The course may focus on a particular theme to accomplish these broad goals, but the specific focus has not yet been determined; it is likely to be weighted more heavily toward US history.

Pre/co-requisites: *Minimum Sophomore Standing; three hours of History; HST majors only*

Concentration: None - Required for History Majors

3 Credits

PHELPS, Nicole

TH 4:35 – 7:35

HST 2050B HISTORY METHODS (95101)

This course is designed for history majors. Its main purpose is to enhance your understanding of the work historians do, and your ability to do that work yourself. It is essentially a hands-on practicum, designed to sharpen your most important skills: assessing the work of other historians; conducting your own historical research (including finding materials in libraries and online) and interpreting those materials; presenting your findings and interpretations in clear, effective prose, using the accepted forms of writing, citation, and bibliography. To accomplish these broad goals, this particular section of the course will use materials about or generated in Washington DC.

Pre/Co-requisites: *Minimum Sophomore Standing; three hours of History; HST majors only*

Concentration: None - Required for History Majors

3 Credits

BRIGGS, Charles

MWF 10:50 – 11:40

HST 2447A MODERN JAPAN (95115)

This course explores the transformation of Japanese society from the era of samurai rule under the Tokugawa clan to the postmodern commercial culture of today. In particular, students will consider the process of "modernization" in Japan during the period of roughly one hundred years between the arrival of Commodore Perry in Edo Bay in 1853 and the dropping of atomic weapons on Hiroshima and Nagasaki in 1945, with the aim of critically deconstructing these two events as turning points in Japan's recent past. Japanese society experienced an extraordinary amount of political, economic, and cultural change during the modern era and in exploring the causes and consequences of that transformation we will develop a sophisticated understanding of the many successes and struggles that have characterized life in Japan during the past four centuries.

Prerequisites: *Three hours of History*

Concentration: Africa, Asia, Middle East, Global (HI04)

3 Hours

ESSELSTROM, Erik

MWF 1:10-2:00

HST 2545 A DRUGS IN THE AMERICAS (95830)

Since 2006, a horrifically violent conflict has been raging between drug trafficking organizations and the Mexican state, in which an estimated 200,000 people have been killed and tens of thousands more have disappeared. This is in addition to the social, political and cultural impacts of this ongoing violence. One of the objectives of this course is to provide you with global and historical context that will enable you to better understand this conflict and other, related conflicts elsewhere in Latin America. This course will examine the history of drugs and drug trafficking in Latin America from the colonial era to the present, by considering social, political and economic trends over time. National, regional and international factors will be examined in tandem, in order to provide you with a better understanding of how and why some Latin American nations became centers of drug production and global drug trafficking, as well as ground zero for so-called “wars” on drugs. The course will also include an examination of the particular role of the United States in driving the demand for drugs from Latin America, and in US governmental efforts to combat drug production and trafficking in the region. We will examine these topics in three distinct parts of the course. First, we will study the history of the consumption and production of drugs in and from Latin America from the colonial era to the early twentieth century. Second, we will examine the histories of the three most important drugs produced in the region (cocaine, marijuana and opiates) and how and why they became global commodities in the mid-twentieth century. Third, we will study so-called “wars” on drugs in various parts of Latin America from the 1980s to the present, including the impact of drug trafficking from Latin America in the United States. In the last week of the course, we will examine the current status of drugs and drug violence in the various parts of Latin America that we have studied historically. This is a serious course on a serious subject. It is reading and writing intensive and will require a significant time commitment from you this semester. Readings average about 100 pages per week, and you will have several papers and a longer final essay, in addition to other assignments. The expectation for engaged and well-prepared participation during class is also very high. The format of this course is a mixture of lecture and discussion.

Prerequisite: Three hours of History

Concentration: The Americas (HI05)

3 Credits

OSTEN, Sarah

T Th 11:40 – 12:55

HST 2555A CANADIAN-AMERICAN RELATIONS (95120)

As Americans, we take our relationship with Canada entirely for granted. Yet present peaceful (or, at times, prickly) relations between the two countries belies a long and dynamic history of military invasion, trade and investment, bi-national labor struggles, an often-uneasy defensive alliance in NORAD and NATO, and the aggressive export of American popular culture, all of which has shaped the development and character of both the U.S. and Canada. Through lectures, readings, film and image, one paper, and one research exercise, students will explore the rich political, economic and cultural Canadian-American interrelationship from the American Revolution to the present. There will be a midterm exam and final exam. Students may elect to participate in a three-day field trip to Ottawa.

Prerequisites: Three hours of History

Concentration: The Americas (HI05)

3 Hours

MASSELL, David

T Th 1:15-2:30

HST 2644A ALMOST ALLIES: EMPATHY, INTERRACIAL ACTIVISM, AND SOCIAL MOVEMENTS (95121)

On June 2, 2020, social media users were met with a sea of black boxes as they scrolled platforms like Instagram and Twitter. #BlackoutTuesday, initially started by Black women in the music industry, was meant to bring awareness to the horrific murders of George Floyd, Breonna Taylor, and Ahmaud Arbery. However, the (mis)use of the campaign was met with criticism as the black boxes obscured important information needed by activists, organizers and demonstrators, and because merely posting a black box on social media allowed brands to *signal* allyship and solidarity with minimal risk to their image and brand. Since then, there has been fervent interest in understanding what allyship looks like in the ongoing movement for Black Freedom. But what does it actually look like to build alliances and work for racial justice across race and class? Are genuine, nonexploitative partnerships across differences even possible? This course uses history as a guide to examine the successes, failures, and ambivalent outcomes of interracial participation and collaboration in racial justice struggles in the United States. Gender and sexuality are essential components of the course as such identity markers and experiences have fostered and fractured interracial alliances over the past two centuries, particularly during the women's suffrage movement with the passage of the 19th Amendment and Civil Rights struggles of the mid-twentieth century. Spanning from the Antislavery Movement to Black Lives Matter, the course will explore the possibilities and challenges of interracial activism and probe tensions of sympathy, empathy, and paternalism that plague interactions in racial and social justice work.

Prerequisites: Three hours of History

Concentration: The Americas (HI05)

3 Credits

Staff

MWF 2:20 - 3:10

HST 2700A WWI IN EUROPE (95116)

The First World War was probably the most consequential event of the twentieth century and maybe the most dramatic. Before the "Guns of August" began to fire, Europe was, if far from perfect, nonetheless a place generally of progress and hope. Europeans considered themselves the most civilized of people. Europe was rich and in control of most of the world. The war shattered this reality. For four years, Europeans endured the hell of trench warfare and slaughtered each other in unprecedented numbers. In the process, the continent expended a century of collected wealth. The Europe that emerged in 1918 was cold, hungry, angry, and poor, confounded by revolution and national hatred, and primed for even worse troubles. The course will follow this sad affair from the assassination of the Austro-Hungarian Archduke to the Treaty of Versailles, focusing on diplomatic and military preparations, the war in the trenches, life on the home front, the agonized road to peace, and the war's poisonous legacy.

Prerequisite: Three hours of History

Concentration: Europe (HI02)

3 Credits

ZDATNY, Steven

T Th 2:50 – 4:05

HST 2705A GREEK HISTORY AND CIVILIZATION (95300)

A mixture of political, military, social, and economic history, this course will introduce students to the principal issues, events, and personalities of Greek History from the end of Persian Wars to Alexander the Great, including the Peloponnesian War. Issues to be treated include political systems—specifically constitutional theory and tensions between democracy and empire—war, trade and colonization, imperialism, law, agriculture, geography, climate and natural resources, slavery, gender, equality and inequality, identity construction, citizenship, sport, oratory, as well as urban and town planning. Primary sources include literature (Thucydides, Euripides, Sophocles, Aristophanes, Xenophon, Plato, Aristotle, Demosthenes, etc.), historical documents (inscriptions and coins), and archaeological sites and artifacts (pottery, metals, and building materials). One aim of this course is to understand the development of historical writing, the deliberate recording of events within a narrative framework. Students will study and evaluate a variety of primary sources and should be prepared both to question these sources and to scrutinize modern assessments of them. Students who have taken CLAS 21, CLAS 121, HST 21, HST 121 in fall 2021 are welcome to register. The textbook will be the same book used in fall 2021 (*Ancient Greece: A Political, Social, and Cultural History. 4th Edition, Pomeroy, Burstein, Donlan, Roberts, and Tandy, eds.*). Please email the instructor if you have questions about registration. Students are expected to complete all readings and attend class. Students should expect to spend approximately six hours a week on coursework per university policy regarding work required for a three-credit course, with additional time for assessments. Evaluation: Quizzes, three tests. In addition, students registered in CLAS 2320 and HST 2705 will be required to write a ten-page research paper.

Prerequisite: *Three hours of History*

Concentration: Europe (HI02)

3 Credits

EVANS, Jessica

MWF 10:50-11:40

HST 2721A THE RENAISSANCE (95119)

When and how did Europe become “modern”? Moreover, what role did the cultural movement called the Renaissance (“Rebirth”) have to play in this process? These are the chief questions we will try to answer in this course. The first part of the course will focus on the cultural and educational changes ushered in by Italian humanism and the spread of humanism beyond Italy. The growth of commercial capitalism and the invention of printing, as well as their effects on artistic and literary production and patronage will then be considered, as well as the topics of religion and reform, sex and gender, and changes in political ideology, structures, and practices. The course concludes with an examination of Europe’s changing place in the world during the era of exploration and colonization. Class meetings will alternate between lectures and discussions. Students who complete this course should be familiar with the key people, institutions, events, concepts, and achievements of the period, as well being able to identify the most salient elements of historical change and continuity in European civilization in the fourteenth through early seventeenth centuries. Students will also learn to interrogate, evaluate, and interpret primary source materials, to read critically the works of historians and engage in historiographical debates, and to do basic historical research and writing.

Prerequisites: *Three hours of History*

Concentration: Europe (HI02)

3 Credits

BRIGGS, Charles

MWF 9:40 – 10:30

HST 2760A MODERN GERMANY (95118)

This course examines German history from the unification of the German lands (1871) to German reunification in 1990. It addresses the major events and forces that have shaped Germany in the last hundred years, and their interpretation by historians. We will begin by considering the political, social, and cultural life of Imperial Germany, and the origins of World War I. We will then examine the first German Republic (1918-33), the rise of National Socialism, and the Nazi dictatorship. In May 1945, Nazi rule came to an end. Having unleashed a brutal war of conquest, and having perpetrated murder on a massive scale, Germany stood morally bankrupt. The course will then turn to a discussion of the two German states that emerged from the rubble and came to embody the postwar division of the world into the two hostile blocs of the Cold War. In the final week of the semester, we will look at the process of German reunification (1990). Please note: this is not a military history course. See also: Holocaust Studies and Jewish Studies

Prerequisites: *Three hours of History*

Concentration: Europe (HI02)

3 Credits

SCHRAFSTETTER, Susanna

MW 3:30 – 4:45

HST 2790A THE HOLOCAUST (94321)

This course will confront the background, events, and consequences of the extermination of European Jews during World War II. Students will be introduced to traditions of European racism and anti-Semitism, as well as the cultural, political, diplomatic, and social conditions in Germany and elsewhere that helped to make the Holocaust possible. We will then turn to a study of the rise of National Socialism, its vision for a new Europe, and the role of anti-Semitism in Nazi ideology and practice, culminating in an analysis of both the politics and the machinery of mass murder. Two take-home essay exams and a short paper. See also: Holocaust Studies and Jewish Studies

Prerequisite: *Three hours of History*

Concentration: Europe (HI02)

3 Credits

STEINWEIS, Alan

MW 5:05 – 6:20

Independent Studies, Research, and Internship at the Undergraduate level may be arranged with Professor's permission and completion of History Special Course Form.

https://www.uvm.edu/sites/default/files/Department-of-History/docs/Pink_Special_Course_Approval_Form_Fillable.pdf

HST 3993A INDEPENDENT STUDY (93647)

History Special Course Form Required

Prerequisites: *Minimum Junior standing required; Instructor permission required.*

3-6 Credits

STILWELL, Sean

TBA

HST 3995A UNDERGRADUATE RESEARCH (95537)

History Special Course Form Required

Prerequisites: *Minimum Junior standing required; Instructor permission required.*

3-6 Credits

STILWELL, Sean

TBA

HST 3991A INTERNSHIP IN HISTORY ()

Supervised cooperative internship work in history in archives, museums, libraries, etc. To be individually arranged for each student. History Special Course Form Required.

Prerequisites: *Junior or senior standing only, Instructor permission required.*

3-6 Credits

STILWELL, Sean

TBA

HST 4210A COMPARATIVE SLAVERY (95124)

This seminar explores the history of slavery over a variety of time periods and geographies. We will first explore the meanings, forms and definitions of slavery as an institution, followed by an examination of the practice of slavery in the Ancient World, Africa, and the Americas. Other themes to be discussed include The Trans-Atlantic slave trade; slave religion and culture; African culture in the Diaspora; harems, eunuchs and slavery in Islam; and, slave rebellions and revolts. Major historiographical and methodological issues involved in the study of slavery will also be examined. One goal of the course will be to develop an historical understanding of the owner/slave hierarchy/relationship.

Prerequisites: *12 hours History; Junior and Seniors only; Graduate students register for HST 5990D*

Concentration: The Americas (HI05), Europe (HI02), Africa/Asia/Middle East/Global (HI04)

3 Credits

STILWELL, Sean

Th 4:35 – 7:35

HST 4600A THE 1980s (95955)

The course is an opportunity to explore the political and cultural history of a pivotal decade in our recent past. Topics include conservatism, AIDS/HIV, urban poverty, transformations in the Cold War, and the feminist loss of the campaign for the Equal Rights Amendment. Plus Madonna. And hip-hop. The work we do in the seminar on the 1980s is new: historians have only begun the rigorous study of the 1980s. This makes it exciting, with plenty of room to develop our own interpretations and oodles of topics to write about in original ways. It means that some of our work in the course will be to bring the historian's lens to material that has not been fully digested and argued over by generations of scholars. The readings are a mix: we read traditional secondary texts, overviews of the period and monographs that tackle particular subjects in greater depth. We read primary texts, short pieces straight from the period and issues we are studying and longer pieces in which the best American journalists attempt to explain events. And we read scholarly studies by non-historians (e.g., political scientist Jane Mansbridge on the ERA), academic treatments of important subjects that we may re-interpret somewhat as we build our historical understanding of the 1980s.

The course has one big writing assignment, which is broken down into 4 smaller pieces. The overall project is to choose a topic in the history of the 1980s and make an original claim about it. That original claim will build on everything we read this semester; nothing you learn should be wasted and all of it should help you build a background against which you can do your independent research and form your own conclusions. The pieces of the assignment are:

- A statement of your topic (2-3 paragraphs) and preliminary bibliography.
- A mid-sized paper (10-12 pages) introducing your subject, exploring some of the relevant published sources, and explaining it against the background of the various texts in our course. What do you know about your topic so far? What questions remain to be answered in primary texts?
- A final paper (15-20 pages) that brings your secondary source analysis together with analysis of at least 10 primary sources. We will have plenty of time to discuss strategies for locating and choosing primary sources in class – during a library session with and otherwise.

Prerequisite: 12 hours History; Junior and Seniors only; Graduate students register for HST 5990B

Concentration: The Americas (HI05)

3 Credits

Kornbluh, Felicia

W

4:05 – 7:05

HST 4600 B AMERICANS IN EAST ASIA (95956)

This course is a research seminar focused on the history of American travelers (merchants, soldiers, diplomats, intellectuals, artists, missionaries, teachers, etc.) in China, Japan and Korea since the early 1800s. The aim of the seminar is to explore the historical construction of modern American identity through the analysis and interpretation of individual American experiences within the region of the world we know as East Asia. Students will engage in group discussion of common weekly reading assignments during the early weeks of the term, but most student effort will be devoted to the development and production of an independent project resulting in a substantial research paper by the end of the semester.

Prerequisite: 12 hours History; Minimum junior standing

3 Credits

ESSELSTROM, Erik

M

4:05 - 7:05

HST 4790 A JEWS IN NAZI GERMANY AND FASCIST ITALY (95123)

This course examines the experiences of the Jewish communities in Fascist Italy (1922-1945) and Nazi Germany (1933-45). We will discuss the persecution of Jews in the two countries in a comparative manner, focusing on the central and recent scholarship on both topics. We will examine the role of anti-Semitism in Fascist and Nazi ideology, the gradual radicalization of Nazi and Fascist anti-Jewish policy, Jewish responses, and the reactions of the Italian and German population to the persecution, deportation, and murder of the Jews. The course will end with an examination of the situation of Holocaust survivors in Germany and Italy and Holocaust memory in both countries after 1945. Students are expected to do a significant amount of reading. Active participation in the weekly seminar discussions of the literature is essential. Students will be expected to write a major research paper and to present their research project in class. In addition to that students will have to complete some shorter writing assignments.

Prerequisite: 12 hours History; Junior and Seniors only; Graduate students register for HST 5990C

3 Credits

SCHRAFSTETTER, Susanna

Th

4:35 – 7:35

HST 4996A HONORS (95763)

For CAS Students pursuing College Honors

1-6 Credits

STILWELL, Sean

TBD

HST 5050A GRADUATE HISTORIOGRAPHY (94333)

The course will examine the development of modern historical scholarship as well as contemporary practices in the historical profession. Attention will be given to issues such as methodology, theory, sources, and narrative structure. Readings will cover a wide range of fields represented in the History Department at UVM, and guest presentations will be made by several members of the department. Lots of reading, participation essential, and one big paper.

Prerequisite: *History Graduate Students Only*

3 Credits

STEINWEIS, Alan

T

4:35-7:35

HST 5990B THE 1980s (96079)

The course is an opportunity to explore the political and cultural history of a pivotal decade in our recent past. Topics include conservatism, AIDS/HIV, urban poverty, transformations in the Cold War, and the feminist loss of the campaign for the Equal Rights Amendment. Plus Madonna. And hip-hop. The work we do in the seminar on the 1980s is new: historians have only begun the rigorous study of the 1980s. This makes it exciting, with plenty of room to develop our own interpretations and oodles of topics to write about in original ways. It means that some of our work in the course will be to bring the historian's lens to material that has not been fully digested and argued over by generations of scholars. The readings are a mix: we read traditional secondary texts, overviews of the period and monographs that tackle particular subjects in greater depth. We read primary texts, short pieces straight from the period and issues we are studying and longer pieces in which the best American journalists attempt to explain events. And we read scholarly studies by non-historians (e.g., political scientist Jane Mansbridge on the ERA), academic treatments of important subjects that we may re-interpret somewhat as we build our historical understanding of the 1980s.

The course has one big writing assignment, which is broken down into 4 smaller pieces. The overall project is to choose a topic in the history of the 1980s and make an original claim about it. That original claim will build on everything we read this semester; nothing you learn should be wasted and all of it should help you build a background against which you can do your independent research and form your own conclusions. The pieces of the assignment are:

- A statement of your topic (2-3 paragraphs) and preliminary bibliography.
- A mid-sized paper (10-12 pages) introducing your subject, exploring some of the relevant published sources, and explaining it against the background of the various texts in our course. What do you know about your topic so far? What questions remain to be answered in primary texts?

- A final paper (15-20 pages) that brings your secondary source analysis together with analysis of at least 10 primary sources. We will have plenty of time to discuss strategies for locating and choosing primary sources in class – during a library session with and otherwise.

Prerequisite: *12 hours History; Graduate students only; Juniors and Seniors register for HST 4660A***Concentration:** The Americas (HI05)

3 Credits

Kornbluh, Felicia

W 4:05 – 7:05

HST 5990C JEWS IN NAZI GERMANY AND FASCIST ITALY (96078)

This course examines the experiences of the Jewish communities in Fascist Italy (1922-1945) and Nazi Germany (1933-45). We will discuss the persecution of Jews in the two countries in a comparative manner, focusing on the central and recent scholarship on both topics. We will examine the role of anti-Semitism in Fascist and Nazi ideology, the gradual radicalization of Nazi and Fascist anti-Jewish policy, Jewish responses, and the reactions of the Italian and German population to the persecution, deportation, and murder of the Jews. The course will end with an examination of the situation of Holocaust survivors in Germany and Italy and Holocaust memory in both countries after 1945. Students are expected to do a significant amount of reading. Active participation in the weekly seminar discussions of the literature is essential. Students will be expected to write a major research paper and to present their research project in class. In addition to that students will have to complete some shorter writing assignments.

Prerequisites: *12 hours History; Graduate students only. Juniors and Seniors register for HST 4790A*

3 Credits

SCHRAFSTETTER, Susanna

Th 4:35 – 7:35

HST 5990D COMPARATIVE SLAVERY (96080)

This seminar explores the history of slavery over a variety of time periods and geographies. We will first explore the meanings, forms and definitions of slavery as an institution, followed by an examination of the practice of slavery in the Ancient World, Africa, and the Americas. Other themes to be discussed include The Trans-Atlantic slave trade; slave religion and culture; African culture in the Diaspora; harems, eunuchs and slavery in Islam; and, slave rebellions and revolts. Major historiographical and methodological issues involved in the study of slavery will also be examined. One goal of the course will be to develop an historical understanding of the owner/slave hierarchy/relationship.

Prerequisites: 12 hours History; Graduate students only; Juniors and Seniors register for HST 4210A

Concentration: The Americas (HI05), Europe (HI02), Africa/Asia/Middle East/Global (HI04)

3 Credits

STILWELL, Sean

Th 4:35 – 7:35

HST 6990A ISSUES IN GLOBAL HISTORY (95127)

Through reading and discussing books and articles by leading historians, this seminar will offer an introduction to some of the major issues in Global History. These will include—among other questions—issues of empire, hegemony, and the nation-state; patterns of transnational migration; world war; global environmental history; and pandemic disease. The course will cover time periods from antiquity to the Cold War and discuss scalar movement between individual microhistories to the global. Graded work will include book/article reviews and will culminate in a 20-page research paper on a subject of the student’s choice.

Prerequisites: Graduate History Students Only

Concentration: Africa/Asia/Middle East/Global (HI04)

3 Credits

BUCHANAN, Andrew

M 4:05-7:05

Master’s Thesis Research and Graduate Internship and Graduate Independent Research at the Graduate level may be arranged with Professor’s permission and completion of History Special Course Form.

https://www.uvm.edu/sites/default/files/Department-of-History/docs/Pink_Special_Course_Approval_Form_Fillable.pdf

HST 6391 MASTER’S THESIS RESEARCH (CRN Varies)

History Special Course Form Required

Prerequisite: History Graduate students only. Instructor Permission Required.

1-6 Credits

Instructor Varies

TBA

HST 6991 INTERNSHIP (94737)

History Special Course Form Required

Prerequisite: History Graduate students only. Instructor Permission Required.

1-6 Credits

OSTEN, Sarah

TBA

HST 6995 GRADUATE INDEPENDENT RESEARCH (CRN Varies)

HST 6995 is a directed readings and research course for graduate students only. HST 6995 topics are devised in consultation with individual faculty members and consist of an intensive reading and writing experience in a select field of study. Graduate students should prioritize enrollment in seminars but independent studies are often a good way to do directed work in a specific field of research. Students must receive the permission of an individual faculty member and the graduate director to pursue this option. Topics will vary depending on student and faculty interests.

Prerequisite: History Grad students only. Variable credit. History Special Course Form Required

1-6 Credits

Instructor Varies

TBA

HISTORIC PRESERVATION PROGRAM

COURSE OFFERINGS FOR FALL 2023

HP 5200A	HISTORY OF AMERICAN ARCHITECTURE (90158) Study of architectural history to gain fluency in the stylistic terms so essential to historic preservation and to public support for conserving our architectural heritage. <i><u>Prerequisite:</u> HP 1 or Instructor permission. Open to Degree and PACE students.</i>	3 Credits	MCCULLOUGH, Robert	TR	4:25-5:40
HP 5205A	HISTORIC PRESERVATION LAW (90613) Legal issues in conservation of the built environment. Basis legal techniques for protection of historic structures (historic districts, protective legislation, easements, covenants). Study of significant court decisions. <i><u>Prerequisite:</u> HP 1 or Instructor permission. Open to Degree and PACE students.</i>	3 Credits	MCCULLOUGH, Robert	MW	3:30-4:45
HP 5206A	RESEARCHING HISTORIC STRUCTURES/SITES (90159) Methods for researching historic structures and sites using archival and physical evidence, deciphering archaic building technologies, and documenting structures through professional reports, architectural photography, measured drawings. <i><u>Prerequisite:</u> HP 1 or Instructor permission. Open to Degree and PACE students.</i>	3 Credits	Staff	W	12:00-3:00
HP 6302A	COMMUNITY PRESERVATION PROJECT (90160) Third-semester graduate students apply developed professional skills to actual community preservation problems. Projects include strategy development, securing and allocating funds, research, advocacy, and implementation. <i><u>Prerequisite:</u> HP 2 Grad only.</i>	3 Credits	MCCULLOUGH, Robert	M	12:00-3:00
HP 6307A	ARCHITECTURAL CONSERVATION II (90431) A continuation of Architectural Conservation I, emphasizing an integrated examination of historic preservation and architectural conservation through lectures, seminars, and field and laboratory research projects. <i><u>Prerequisite:</u> HP 6306</i>	3 Credits	Staff	T	1:15-4:15
HP 6308 A	MANAGEMENT OF HISTORIC SITE MUSEUMS (96103) The course titled Management of Historic Site Museums will give students a chance to use Vermont State Historic Sites as classrooms under the supervision of the Historic Sites Section Chief and Director of Preservation for the State Historic Sites, with unparalleled opportunities to observe, apply, practice, and refine best practices for the Secretary of the Interior's Standards for Preservation, rather than the Standards for Rehabilitation, which prevail in the regulatory arena. <i><u>Prerequisite:</u> HP 6305 and HP 6306</i>	3 Credits	Staff	T	1:15-4:15
HP 6391A	MASTER'S THESIS RESEARCH (90162) Students may elect to do a thesis, in lieu of an internship and an elective by permission only. <i><u>Prerequisite:</u> Instructor permission</i>	1-6 Credits	MCCULLOUGH, Robert	TBA	

HP 6991A GRADUATE INTERNSHIP (90161)

Participants will gain experience working in the preservation field as an employee of an appropriate institution or agency, typically over the summer months. During the fall semester, students prepare professional reports and make formal presentations about their completed internship work.

Prerequisite: *HP 6304 or HP 6305; HP 2 Grads only.*

3 Credits

MCCULLOUGH, Robert

TBA

HP 6995A SPECIAL READINGS & RESEARCH (90594)

Prerequisite: *Instructor permission*

1-6 Credits

MCCULLOUGH, Robert/Staff

TBA

OTHER FALL 2023 COURSES TAUGHT BY HISTORY DEPARTMENT FACULTY

HCOL 2000 G WAR, RACE, AND IDENTITY IN AMERICA (90705)

This seminar will examine the intersection of war, race, and identity in America focused around two critical sites: firstly, the racialized othering of Native America from the wars of colonial conquest to the defeat of the Plains Indians; and secondly the Civil War, viewed as war for the overthrow of slavery and as it was transformed in memory into a valorous war between brothers in which questions of race were marginalized. These sites are critical to race and race relations in America, working to define who is, and who is not included with its racialized boundaries. Based in the discipline of History, this seminar will embrace approaches drawn from gender studies, critical race theory, anthropology and film studies.

Prerequisites: *Instructor permission required, HCOL students only*

3 Credits

BUCHANAN, Andrew

MWF 10:50-11:40

GSWS 2050 A D2: GENDER AND FEMINISM(S) (93659)

This course covers the politics and history of gender and feminism(s), primarily in the United States. As one of the core courses in the GSWS curriculum, it provides a foundation in many of the events and debates that are central to our field. One main subject of the course is the emergence of and debates over the complex political movement we know as feminism, which we sometimes discuss in the plural, as “feminisms.” By making it plural, we indicate that the movement has (or the movements have) been carried by diverse groups, taken many forms, and encompassed political positions that are tension with one another. A second subject is the diversity of ways in which gendered subjects have encountered and thought about state power. We will study laws and policies regarding marriage, voting, assistance to the poor, sexuality, and reproduction—and the ways these policies have interacted with gender and with race, ethnicity, income, and other factors. In GSWS 100, you have an opportunity to find answers that work for you to all of the following (and more): -How did the past differ from the present for people who understand themselves as women? -What is/are feminism(s)? -What truth is there to the critiques of feminism(s) in the past? -How have sex and gender shaped the lives of gay-, trans- and other-identified people?

Prerequisites: GSWS 1500

3 Credits

KORNBLUH, Felicia

T Th 2:50 – 4:05