

# UNIVERSITY OF VERMONT

## HISTORY COURSE OFFERINGS FOR SPRING 2023

As of 11/8/2022

### HST 010A D2: GLOBAL HISTORY SINCE 1500 (10242)

This course traces the outlines of global history from the emergence of an increasingly interconnected world from around 1500, to the present day. We will pay particular attention to the evolving economic and social foundations of human societies around the globe, to their cultural, religious, and intellectual traditions, and to the growing material and military interactions between them. In particular, we will examine the causes and consequences of the rise of capitalism and the resulting development of a global economy. The course will be based on lectures and class/group discussions, and will include study of primary documents and artifacts. History 010 fulfills the Non-European Cultures requirement of the College of Arts and Sciences: it is included in the Asia/Africa/Middle East/Global category for History majors.

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

3 Credits

BUCHANAN, Andrew

MWF 2:20-3:10

### HST 011A US HISTORY TO 1865 (14947)

This survey of US history will focus on the expansion of American territory from the first British colonial settlements through the US purchase of Alaska in 1867 and the integration—or re-integration, in the case of the Confederacy—of that territory into the culture and political, legal, and economic systems of the United States. We will investigate the processes by which the US government acquired territory and individuals acquired private property; how people already resident in the territories were affected; how people, goods, capital, and ideas traveled to and from the territories; what work was necessary to live in the physical environment of the territories and who did that work; and how effectively federal, state, and local governments operated in the territories; among other issues. We will also consider some territories that many Americans in this period hoped to include in the country, but which remained outside the United States, including Canada, Cuba, and a Central American canal route. Students will build and reinforce their knowledge of US history, geography, and governmental institutions and will demonstrate that knowledge via a series of objective exercises on Blackboard and in an in-person geography test. Students will also build their skills in reading and analyzing historical scholarship (secondary sources) using journal articles, interpretive syntheses, and the research monograph *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*. Those skills will be demonstrated via objective exercises on Blackboard and in writing, as well as in a writing assignment/essay based on *Nation of Counterfeiters*. Regular attendance and note taking in class is important for achieving these learning objectives. In person attendance is expected and is the only way to achieve full credit for the attendance portion of the class grade, but class sessions will also be streamed over Teams to accommodate the specific complications that arise in the lives of individual students. There is no group work in this course, and the books and materials needed should cost less than \$100 in total.

**Concentration:** The Americas (HI05)

3 Credits

PHELPS, Nicole

MWF 9:40 – 10:30

### HST 015A EARLY EUROPE (12447)

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. Cross-listed with CLAS 095A

**Concentration:** Europe (HI02)

3 Credits

Briggs, Charles

MWF 1:10 – 2:00

**HST 016A MODERN EUROPE (10243)**

This course is a survey of political, economic, social and cultural revolutions that have changed the course of European and Western civilization since the end of the Thirty Years' War. It will begin by addressing the age of absolutism, the Enlightenment, and the French Revolution, followed by analysis of the revolutions and revolts of the 19th and 20th centuries as they shaped the political and social landscape of Europe. We will also investigate the transformations in industry, economics, and culture in this period, examining these developments as they influenced the lives of ordinary citizens. The course will then account for the destruction and oppression of the late 19th and 20th centuries, even as it addresses the democratization and prosperity of European societies in this era. We will therefore be studying the causes and effects of European imperialism, the two world wars, the Russian Revolution and Stalinism, fascism, the Holocaust, postwar capitalism and communism, and the revolutions of 1989.

**Concentration:** Europe (HI02)

3 Credits SCHRAFSTETTER, Susanna

MW 5:05 – 6:20

**HST 017A D1: NORTH AMERICAN INDIAN HISTORY (13956)**

From Buffalo Bill's Wild West shows of the 1880s, to Canadian James Cameron's 2009 blockbuster Avatar, North American Indians have occupied a central place in our historical mythology of nation building and the frontier. But only in the past generation has the study of Native Peoples emerged from simple stereotypes – stereotypes of savage warriors, or of mystical environmentalists living in harmony with Nature – to describe human beings of a stunning variety of ethnic and language groups, capable of doing both harm and good. In turn, Native history has emerged as among the most exciting and dynamic historical fields, and one that has much to teach us about North American society, about American Empire, and about ourselves. This course will draw on recent scholarship, as well as primary source documents, film, and fiction to survey Native North American history from pre-contact to the present, and across the varied regions of the continent that became Canada and the United States. Some background in U.S. and/or Canadian history is useful but not required.

**Concentration:** The Americas (HI05)

3 Credits MASSELL, David

T Th 11:40-12:55

**HST 045A D2: HISTORY OF ISLAM AND MIDDLE EAST TO 1258 (14964)**

This is an introduction to the history of Islamic civilization, from its beginnings in early 7th century C.E. through the Mongol conquest of Baghdad in 1258. The principal geographical areas that we will cover are the Middle East and North Africa. In this course we will first consider the historical contexts that shaped the life of Muhammad, the prophet of Islam, and gave rise to the Qur'an, the scripture of Islam. Next, we will address the early Arab conquests, the rise of Islamic empires, as well as the theological, philosophical, and mystical movements in Islamic civilizations and cultures. The course will also deal with the interaction between Muslim and non-Muslim cultures, as well as the roles of religious minorities and women in shaping Islamic civilization during this period.

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

3 Hours ERGENE, Boğaç

T Th 2:50 – 4:05

**HST 096A FW: FYS: D1: REEL AND REAL INDIANS (14965)**

This seminar explores the depiction of North American Indians in film. Its objectives are three-fold: to hone our skills as writers; to become more critical observers of commercial film; and to explore a compelling slice of North American cultural history, namely how North American Native Peoples were portrayed, objectified, even invented, by mainstream Euro-Americans, from the nineteenth century to the present, and how Natives themselves responded and ultimately pushed back against such stereotypes.

**Prerequisites:** FYS Course; CAS FTFY students only.

**Concentration:** The Americas (HI05)

3 Hours

MASSELL, David

T Th 2:50 – 4:05

**HST 096B HS: Visualizing India (14085)**

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 the mid-1940s, 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:** *Humanities Scholars only; CAS first time, first year students only*

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

3 Credits

MCGOWAN, Abby

T Th 10:05 – 11:20

### HST 101A HISTORY METHODS (11815)

This course has been designed with two broad goals in mind: 1) to provide sophomore-level UVM history majors with an opportunity to develop and discuss a sophisticated appreciation of the dynamic and almost always highly politicized character of historical knowledge; 2) to nurture within those students the ability to evaluate critically the methods of scholarship employed by professional historians, as well as the ability to practice those methods successfully on their own in future history courses. Through class discussions and writing assignments, students will also fine tune their appreciation of the fundamental skills cultivated through historical thinking that are widely applicable in any professional endeavor – careful analysis of evidence, logical organization of data, persuasive explanation of interpretive conclusions, and the polished written expression of ideas.

**Prerequisites:** *Three hours History and History Majors only. Minimum sophomore standing*

**Concentration:** None - Required for History Majors

3 Credits

ESSELSTROM, Erik

T Th 10:05-11:20

### HST 101B HISTORY METHODS (13108)

This is a course for history majors. Its main goals are to introduce you to history as a field of inquiry and an academic discipline, and to help you pursue historical studies at the undergraduate level (and beyond). Some of the things you will learn in this course are:

- 1) what the historical discipline was and is: its approaches, sub-fields, basic theoretical assumptions, and applications.
- 2) how to read, understand, evaluate, and contextualize the work of other historians.
- 3) how to analyse and interpret primary sources.
- 4) how to conduct historical research.
- 5) how to write historical prose.
- 6) career opportunities for history majors.

Most of this course focuses on skills, so you'll be doing lots of very practical assignments, outside class, and lots of discussion and collaborative work, in class. We'll also learn to use the library and its resources, discuss the theory and practice of historiography, and explore careers in history and careers for history majors. During the semester you will also meet with me individually to discuss progress on your research essay project.

**Prerequisites:** *Three credits in History, History Majors only. Minimum sophomore standing*

**Concentration:** None - Required for History Majors

3 Credits

BRIGGS, Charles

MWF 9:40 – 10:30

### HST 102A RIGHTS, EQUALITY, & JUSTICE: LAW IN THE U.S. (14977)

This course is a thematic overview of how Rights, Equality, and Justice have been achieved, or frustrated, by law in the United States. We cover the contested meanings of the Declaration of Independence and the Constitution; the ways activists for the abolition of slavery, and the Civil War they provoked, changed American law; the impacts on U.S. law of activism by women, Black people, Latinx groups, Indigenous Americans, disabled Americans, LGBT people, and others who made the “rights revolution” of the 1960s and 1970s; and the bumpy ride from the rights revolution in the past thirty years. This course does NOT ask students in it to do original research projects. However, it DOES ask everyone to read to stay abreast of the reading in order to participate actively in class. Building on in-class discussions, the course asks each student to write a short (3-5-page-long) essay, one per major course unit. The very last assignment is an essay-based final exam for which the questions will be circulated in advance.

**Prerequisite:** *Three hours of History*

**Concentration:** The Americas (HI05)

3 Credits

KORNBLUH, Felicia

T Th 2:50-4:05

- HST 103B MEDIEVAL FRANCE, POWER & CULTURE IN THE LONG 12th CENTURY (14978)**  
 Across the dynamic twelfth century, the nature of power and culture developed rapidly in the kingdom of France. From crusades to cathedral schools, from Arthurian romance to the love letters of Abelard and Heloise, from Eleanor of Aquitaine to Philip Augustus, medieval culture was at its most inventive in this century, with Paris and France at its heart. This course will trace developments on three levels: Royal power, intellectual institutions, and aristocratic culture. We will pursue these themes largely by reading and analyzing primary sources, and by writing a series of medium-length papers.  
***Prerequisite:** Three hours of History*  
**Concentration:** Europe (HI02)  
 3 Credits FIELD, Sean T Th 8:30 – 9:45
- HST 115A HISTORY OF POLAND (13969)**  
 This course traces developments in the history of Poland and the Polish people from the origins of the Polish state in the tenth century to the present. The first part of the course will consider political and cultural developments in this growing and powerful state, the "golden age" of the Polish renaissance, and the causes of Poland's disappearance from the map of Europe in the late eighteenth century. The majority of the course, however, will be devoted to Poland's role at the crossroads of the continent in the last 100 years—a role that placed Poland in the midst of two world wars, the Holocaust, Soviet domination, and the anti-communist revolutionary movements of the 1980s. It is a history of nationalism and multiculturalism, tragedy and triumph, oppression and liberation. Cross-listed with HS 115A and JS 196C.  
***Prerequisite:** Three hours of History*  
**Concentration:** Europe (HI02)  
 3 Credits HUENER, Jonathan T Th 11:40 – 12:55
- HST 119A D2: MODERN JEWISH HISTORY (14966)**  
 A history of the Jewish people from the 18th century to the present, with a geographical focus on Europe and the United States. Major themes will include the Jewish Enlightenment, the debate over emancipation, religious reform movements, the culture of the Shtetl, antisemitism, Zionism, the Great Migration, Jewish life in America, assimilation and identity, the Holocaust and its aftermath, the founding of the modern State of Israel. No previous knowledge of Jewish religion or history will be assumed. Two take-home exams and one paper. Cross-listed with: Holocaust Studies, HS-119 and JS-196B.  
***Prerequisite:** Three hours of History.*  
**Concentration:** Europe (HI02)  
 3 Credits STEINWEIS, Alan M W 5:05 – 6:20

**HST 139A MODERN GERMANY (14979)**

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. Cross-listed with Holocaust Studies HS 139A and JS 196 C.

**Prerequisites:** *Three hours of History*

**Concentration:** Europe (HI02)

3 Credits

SCHRAFSTETTER, Susanna

M W 3:30 - 4:45

**HST 144A D2: RELIGION & POL IN ISLAMIC HISTORY (14967)**

This course examines the relationship between religion and politics in Islamic history, from the rise of Islam in seventh-century Arabia until modern times. We will use a range of primary and secondary sources in the course of our study. Our focus will be mainly on historical trends in the Middle East and North Africa, with some discussion of the Indian subcontinent. Through a chronological and thematic approach, we will explore relevant examples of politicized Islam such as the notion of the Caliphate; the rise of Sunni and Shiite governments; the development of various forms of Islamic radicalism and reform; reactions to secularism and colonialism; and modern Islamic political activism. No prior knowledge of Islam or the Middle East is assumed; those possessing prior knowledge are, however, welcomed.

**Prerequisite:** *Three hours of History*

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

3 Credits

ERGENE, Boğaç

T Th 1:15 – 2:30

**HST 182A HISTORY OF WOMEN IN THE U.S. (14969)**

This lecture-discussion course surveys the role of women in U.S. history from the time of the American Revolution to the recent past. We will investigate how women lived their lives in different historical eras, consider women's contributions to the development of American society and culture, and assess our world today in light of women's historical activities. We will examine the ways in which race, ethnicity, class, and geographic location have influenced women's social, economic and political positions. Student assessment will include written assignments, tests, and/or a research project. Cross-listed with GSWS 196C.

**Prerequisite:** *Three hours of History*

**Concentration:** The Americas (HI05)

3 Credits

GUSTAFSON, Melanie

T Th 10:05 – 11:20

**HST 184A VERMONT HISTORY (14970)**

Many people view Vermont as an unchanging little corner of the world, isolated from the conflicts and struggles of modern times. (Perhaps that is even why you chose to attend UVM!) But Vermont's borders have never isolated its people, or protected them from change. Over the years, Vermont has actually been more of a crossroads than a backwater: it was a theater of global imperial war, and at the forefront of the rise of market capitalism. Its people have been embroiled in painful struggles over race, identity, and social class; in party politics, the state has swung from one extreme to another. For historians, Vermont is not just a crossroads: it is a laboratory. Vermont's small size makes it possible to ask the "big questions" about history, and to generate new answers, often using documents few historians have yet explored. Students will gain experience with many kinds of historical evidence, ranging from government documents to census data, from landscape paintings to family letters. The class requires intensive reading, independent work in Special Collections, and several essays and essay exams.

**Prerequisite:** *Three Hours History*

**Concentration:** The Americas (HI05)

3 Credits

BROWN, Dona

T Th 1:15-2:30

**HST 191A WORLD WAR II (14972)**

This course will examine the history of World War II from the standpoint of world history, discussing the ways in which a series of regional struggles merged over time into a truly global conflict. Amongst other topics, we will look at the origins of the wars in Europe and in Asia; the place and weight of the war between the Axis powers and the Soviet Union; and the impact of war on colonial Africa, British-ruled India, and Latin America. We will also discuss the ways in which the war shaped the postwar world; think about the global war as a "total" war; and talk about the place and meaning of the Holocaust. Students will write three essays during the semester, plus a term paper on a topic of their choice. I will waive the prerequisites for interested Global Studies and Political Science majors and minors. Cross-listed with HS-191A.

**Prerequisite:** *Three hours History*

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

3 Credits

BUCHANAN, Andrew

MWF 10:50 – 11:40

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

<b>HST 197</b>	<b>INDEPENDENT STUDY (15627)</b> History Special Course Form Required <i><b>Prerequisites:</b> Minimum Junior standing required; Instructor permission required.</i>
3-6 Credits	STILWELL, Sean - Instructor Varies <span style="float: right;">TBA</span>
<b>HST 198</b>	<b>UNDERGRADUATE RESEARCH (13314)</b> History Special Course Form Required <i><b>Prerequisites:</b> Minimum Junior standing required; Instructor permission required.</i>
3-6 Credits	STILWELL, Sean – Instructor Varies <span style="float: right;">TBA</span>
<b>HST 199A</b>	<b>INTERNSHIP IN HISTORY (13313)</b> Supervised cooperative internship work in history in archives, museums, libraries, etc. To be individually arranged for each student. History Special Course Form Required. <i><b>Prerequisites:</b> Junior or senior standing only, Instructor permission required.</i>
3-6 Credits	STILWELL, Sean <span style="float: right;">TBA</span>

**HST 201A HISTORY ON THE LAND (14172)**  
Identifying and interpreting evidence of the cultural forces - early settlement patterns, transportation, industry, agriculture, planning, conservation - that have shaped our land, buildings, towns, and cities.  
***Prerequisites:** Twelve hours History; Junior, Senior, and Graduate Students only*  
3 Credits MCCULLOUGH, Robert T Th 4:25-5:40

**HST 227A NAZISM AND FASCISM (14981)**  
This seminar will explore the origins, development, and legacies of extreme right-wing movements in Europe during the 20th century. The emphasis will be on Nazism in Germany and Fascism in Italy, and attention will also be devoted to the Spanish Civil War and Fascist movements elsewhere in Europe. The chronological focus will be on the period from 1918 to 1945, but post-1945 developments will also be addressed. The seminar will explore the question of whether one can rightly speak of Fascism as a generic phenomenon, and, if so, what similarities and differences existed among its various manifestations. The class will look, among other issues, at questions of nationalism, anti-Communism, the notion of a “Third Way” between communism and capitalism, antisemitism, racism, colonialism, foreign policy, militarism, and masculinity. Requirements will include lots of reading, regular participation in class discussions, several short oral presentations, and one major research paper. Cross-listed with Holocaust Studies: HS 227A and Jewish Studies: JS 296A  
***Prerequisites:** 12 hours History; Junior, Senior, or Graduate students only*  
**Concentration:** Europe (HI02)  
3 Credits STEINWEIS, Alan T 4:35 – 7:35

**HST 252A CHINA'S CENTURY OF STRUGGLE (14984)**

This seminar examines the roughly 100-year period from the 1840s until the 1940s that is known in Chinese historical consciousness as the *Century of Humiliation*. Our aim is to develop a sophisticated understanding of how this period shaped the construction of modern Chinese national identity and political culture. Students will engage in the critical analysis and discussion of secondary scholarship and/or primary sources each week, as well as develop an independent research project on a topic of their choice related to modern Chinese history.

**Prerequisites:** *Twelve hours History; Junior, Senior, and Graduate Students Only*

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

3 Credits

ESSELSTROM, Erik

W 4:05-7:05

**HST 271A U.S. SOCIAL HISTORY SINCE 1865 (14004)**

In this weekly seminar we will examine the social history of the United States since the era of the Civil War. The course will be organized in roughly chronological order around five overlapping themes: the relationship of civil society to domestic politics and government; changing understandings of race and gender; class relations and meanings of wealth and poverty; grass-roots movements for social and political change; and the impact of culture and consumerism on individual lives. Seminar discussions will be based on that week's assigned readings. We will discuss content – the historical events and people we have read about – as well as historical interpretation, points of view, and the methods historians use to gather and evaluate primary evidence. The final course grade will be evenly split between class participation and a final research project.

**Prerequisite:** *Twelve hours in History; Juniors and Seniors only, Graduate students register for HST 395 E.*

**Concentration:** The Americas (HI05)

3 Credits

GUSTAFSON, Melanie

Th 4:35-7:35

**HST 296A U.S. MILITARY BASES AND THE CONSTRUCTION OF HEGEMONY (14987)**

Drawing on the work of anthropologists, architects, economists, historians, political scientists, and specialists in women's and environmental studies, this seminar will offer an interdisciplinary exploration of the construction of American global hegemony following World War II. In particular, we will approach this issue through an examination of the siting, construction, and operation of American military bases around the world—a process that inevitably touches on broader questions of international law and grand strategy as well as on the relationship between American soldiers and the local population in the “host” countries. Seminars will be based on discussing an assigned book, academic article, or film. Over the course of the semester, each seminar participant will prepare a short (5 page) review of one of the assigned texts, and they will be responsible for initiating the seminar discussion on that text. Class introductions should not summarize the book, but should draw out the main points the author is making. The purpose of the introductions is to stimulate class discussion. Book reviews should include reference to at least one academic review. All seminar participants are expected to read the assigned texts, and come to the seminar ready to discuss them. We will also discuss a number of easily available movies, which you should watch before the class. Over the course of the semester, you will write a 20-page capstone term paper on a topic of your choosing, using a selection of secondary sources and, if appropriate, suitable primary materials. Primary materials may include film and literary works, as well as written sources such as maps, newspaper articles, and government documents. During the first weeks of the semester, and in consultation with me, you will choose a topic for your term paper and prepare a brief annotated bibliography. *Cross-listed with GRS 200A and HST 396B*

**Prerequisites:** *Twelve hours in History; Juniors and Seniors only. Graduate students register for HST 395B*

**Concentration:** The Americas (H105), Africa, Asia, Middle East, and Global (H104), Europe (H102)

3 Credits

BUCHANAN, Andrew

M 4:05-7:05

**HST 296B HISTORY OF THE BOOK IN AMERICA (14990)**

Once upon a time, most Americans read little, and there was little available for them to read—the Bible, a yearly almanac, perhaps an old copy of Pilgrim’s Progress. The nineteenth century saw a revolution in print, including massive technological changes in production and distribution of magazines, newspapers, and books. For many Americans in those years, reading literally “became a necessity of life.” Today, hypertext has transformed the experiences of reading, writing, and publishing in almost every imaginable way. In this research seminar, we will explore the relatively new field of the “history of the book.” With interdisciplinary roots in social history, literary studies, and the history of technology, it has grown into a full-scale subdiscipline over the past thirty years or so. Its subjects include the evolution of the technologies of book production; the professions of authorship, bookselling, book reviewing, and publishing; the experiences of reading; the phenomenon of the bestseller and the rise of tastemakers; and even the text itself. The seminar requires intensive reading of a variety of types of texts; a class presentation; and several types of writing, including a final research essay. Although the focus of our collective work will be on the United States, students may choose to focus their individual research on their own areas of interest.

**Prerequisite:** *Twelve hours in History; Juniors and Seniors only. Graduate students register for HST 395F*

**Concentration:** The Americas (HI05)

3 Credits

BROWN, Dona

M

4:05-7:05

**Independent Studies, Master’s Thesis Research and Graduate Internship 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](https://www.uvm.edu/sites/default/files/Department-of-History/docs/Pink_Special_Course_Approval_Form_Fillable.pdf)

**HST 297 INDEPENDENT STUDY (13410)**

**Prerequisite:** *History Graduate students only. Instructor Permission Required.*

1-6 Credits

STILWELL, Sean - Instructor Varies

TBA

**HST 391 MASTER’S THESIS RESEARCH**

History Special Course Form Required

**Prerequisite:** *History Graduate students only. Instructor Permission Required.*

1-6 Credits

Instructor Varies

TBA

**HST 393A GRADUATE INTERNSHIP (13311)**

History Special Course Form Required

**Prerequisite:** *History Graduate students only. Instructor Permission Required.*

1-6 Credits

OSTEN, Sarah

TBA

- HST 395A**    **MEDIEVAL SAINTS: GENDER, SANCTITY, AUTHORSHIP (15030)**  
 “Sanctity” is obviously a culturally, socially, and religiously constructed category. In medieval Europe, the first step for supporters to try to get a holy person formally declared a saint was to write a “life” that detailed her or his virtues and (usually) miracles. Sometimes more than one life was written; sometime the would-be-saint also left behind writings of her or his own; and eventually sometimes a formal canonization process recorded testimony from those who remembered the “saint.” This seminar will closely examine several such dossiers, paying particular attention to gender as our main interpretive lens: How was holiness or sanctity itself gendered, how did male and female perspectives on (mainly) female saints differ and overlap, and how did gendered perspectives intersect with other elements such as class and status? We will write a number of short papers based on these primary sources throughout the semester, and one longer paper at the end of the term.  
***Prerequisite:** History Grad students only or Instructor permission*  
**Concentration:** Europe (HI04)  
 3 Credits    FIELD, Sean    W 4:05-7:05
- HST 395B**    **U.S. MILITARY BASES AND THE CONSTRUCTION OF HEGEMONY (15041)**  
 Drawing on the work of anthropologists, architects, economists, historians, political scientists, and specialists in women’s and environmental studies, this seminar will offer an interdisciplinary exploration of the construction of American global hegemony following World War II. In particular, we will approach this issue through an examination of the siting, construction, and operation of American military bases around the world—a process that inevitably touches on broader questions of international law and grand strategy as well as on the relationship between American soldiers and the local population in the “host” countries. Seminars will be based on discussing an assigned book, academic article, or film. Over the course of the semester, each seminar participant will prepare a short (5 page) review of one of the assigned texts, and they will be responsible for initiating the seminar discussion on that text. Class introductions should not summarize the book, but should draw out the main points the author is making. The purpose of the introductions is to stimulate class discussion. Book reviews should include reference to at least one academic review. All seminar participants are expected to read the assigned texts, and come to the seminar ready to discuss them. We will also discuss a number of easily available movies, which you should watch before the class. Over the course of the semester, you will write a 20-page capstone term paper on a topic of your choosing, using a selection of secondary sources and, if appropriate, suitable primary materials. Primary materials may include film and literary works, as well as written sources such as maps, newspaper articles, and government documents. During the first weeks of the semester, and in consultation with me, you will choose a topic for your term paper and prepare a brief annotated bibliography. *Cross-listed with GRS 200A and HST 396B*  
**Prerequisites:** Graduate students only; Juniors and Seniors register for HST 296A  
**Concentration:** The Americas (H105), Africa, Asia, Middle East, and Global (H104), Europe (H102)  
 3 Credits    BUCHANAN, Andrew    M 4:05-7:05

**HST 395C NAZISM AND FASCISM (15042)**

This seminar will explore the origins, development, and legacies of extreme right-wing movements in Europe during the 20th century. The emphasis will be on Nazism in Germany and Fascism in Italy, and attention will also be devoted to the Spanish Civil War and Fascist movements elsewhere in Europe. The chronological focus will be on the period from 1918 to 1945, but post-1945 developments will also be addressed. The seminar will explore the question of whether one can rightly speak of Fascism as a generic phenomenon, and, if so, what similarities and differences existed among its various manifestations. The class will look, among other issues, at questions of nationalism, anti-Communism, the notion of a “Third Way” between communism and capitalism, antisemitism, racism, colonialism, foreign policy, militarism, and masculinity. Requirements will include lots of reading, regular participation in class discussions, several short oral presentations, and one major research paper. Cross-listed with Holocaust Studies: HS 227A and Jewish Studies: JS 296A

**Prerequisites:** Graduate students only; Juniors and Seniors register for HST 227A

**Concentration:** Europe (HI02)

3 Credits

STEINWEIS, Alan

T 4:35 – 7:35

**HST 395D CHINA’S CENTURY OF STRUGGLE (15043)**

This seminar examines the roughly 100-year period from the 1840s until the 1940s that is known in Chinese historical consciousness as the *Century of Humiliation*. Our aim is to develop a sophisticated understanding of how this period shaped the construction of modern Chinese national identity and political culture. Students will engage in the critical analysis and discussion of secondary scholarship and/or primary sources each week, as well as develop an independent research project on a topic of their choice related to modern Chinese history.

**Prerequisites:** Graduate Students only; Juniors and Seniors register for HST 252 A

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

3 Credits

ESSELSTROM, Erik

W 4:05-7:05

**HST 395E U.S. SOCIAL HISTORY SINCE 1865 (15044)**

In this weekly seminar we will examine the social history of the United States since the era of the Civil War. The course will be organized in roughly chronological order around five overlapping themes: the relationship of civil society to domestic politics and government; changing understandings of race and gender; class relations and meanings of wealth and poverty; grass-roots movements for social and political change; and the impact of culture and consumerism on individual lives. Seminar discussions will be based on that week’s assigned readings. We will discuss content – the historical events and people we have read about – as well as historical interpretation, points of view, and the methods historians use to gather and evaluate primary evidence. The final course grade will be evenly split between class participation and a final research project.

**Prerequisite:** Graduate Students only; Juniors and Seniors register for HST 271 A

**Concentration:** The Americas (HI05)

3 Credits

GUSTAFSON, Melanie

Th 4:35-7:35

**HST 395F HISTORY OF THE BOOK IN AMERICA (15045)**

Once upon a time, most Americans read little, and there was little available for them to read—the Bible, a yearly almanac, perhaps an old copy of *Pilgrim’s Progress*. The nineteenth century saw a revolution in print, including massive technological changes in production and distribution of magazines, newspapers, and books. For many Americans in those years, reading literally “became a necessity of life.” Today, hypertext has transformed the experiences of reading, writing, and publishing in almost every imaginable way. In this research seminar, we will explore the relatively new field of the “history of the book.” With interdisciplinary roots in social history, literary studies, and the history of technology, it has grown into a full-scale subdiscipline over the past thirty years or so. Its subjects include the evolution of the technologies of book production; the professions of authorship, bookselling, book reviewing, and publishing; the experiences of reading; the phenomenon of the bestseller and the rise of tastemakers; and even the text itself. The seminar requires intensive reading of a variety of types of texts; a class presentation; and several types of writing, including a final research essay. Although the focus of our collective work will be on the United States, students may choose to focus their individual research on their own areas of interest.

**Prerequisite:** Graduate students only. Juniors and Seniors register for HST 296 B

**Concentration:** The Americas (HI05)

3 Credits

BROWN, Dona

M 4:05-7:05

**SPECIAL READINGS & 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](https://www.uvm.edu/sites/default/files/Department-of-History/docs/Pink_Special_Course_Approval_Form_Fillable.pdf)

**HST 397 SPECIAL READINGS & RESEARCH**

Directed individual study of areas not appropriately covered by existing courses. Variable credit. History Special Course Form Required

**Prerequisite:** History Grad students only.

1-6 Credits

Instructor Varies

TBA

## OTHER SPRING 2023 COURSES TAUGHT BY HISTORY DEPARTMENT FACULTY

### **HCOL 086K D2: LATIN AMERICAN AUTHORITARIAN (15487)**

In the United States, Latin America is often associated with authoritarianism, corruption and human rights violations. This course invites students to consider why this is, and the local, regional and global factors that have historically contributed to the rise of authoritarian regimes in the region, as well as their undoing during periods of democratization. In the process, we will study the particular impact of different kinds of authoritarianism, both left and right, on particular populations that were targeted by these regimes, including indigenous people, women, LGBTQ people, and young people in general. This is therefore also a course about long-term struggles in Latin America for human rights in addition to political freedom and civil rights.

**Prerequisites:** *Instructor permission required, HCOL first year students only*

3 Credits

OSTEN, Sarah

T Th 2:50 – 4:05

### **GRS 200A U.S. MILITARY BASES AND THE CONSTRUCTION OF HEGEMONY (12575)**

Drawing on the work of anthropologists, architects, economists, historians, political scientists, and specialists in women's and environmental studies, this seminar will offer an interdisciplinary exploration of the construction of American global hegemony following World War II. In particular, we will approach this issue through an examination of the siting, construction, and operation of American military bases around the world—a process that inevitably touches on broader questions of international law and grand strategy as well as on the relationship between American soldiers and the local population in the “host” countries. Seminars will be based on discussing an assigned book, academic article, or film. Over the course of the semester, each seminar participant will prepare a short (5 page) review of one of the assigned texts, and they will be responsible for initiating the seminar discussion on that text. Class introductions should not summarize the book, but should draw out the main points the author is making. The purpose of the introductions is to stimulate class discussion. Book reviews should include reference to at least one academic review. All seminar participants are expected to read the assigned texts, and come to the seminar ready to discuss them. We will also discuss a number of easily available movies, which you should watch before the class. Over the course of the semester, you will write a 20-page capstone term paper on a topic of your choosing, using a selection of secondary sources and, if appropriate, suitable primary materials. Primary materials may include film and literary works, as well as written sources such as maps, newspaper articles, and government documents. During the first weeks of the semester, and in consultation with me, you will choose a topic for your term paper and prepare a brief annotated bibliography. *Cross-listed with GRS 200A and HST 396B*

**Prerequisites:** *GRS Majors only, Graduate students register for HST 395 B, Juniors and Seniors register for HST 296A*

3 Credits

**Concentration:** The Americas (H105), Africa, Asia, Middle East, and Global (H104), Europe (H102)

BUCHANAN, Andrew

M 4:05-7:05

### **GSWS 100A D2: GENDER AND FEMINISM(s) (13825)**

This course explores the politics and history of feminist movements and theories, as well as the ways in which gender has shaped public policies. The emphasis will be primarily, although not exclusively, on gender and feminism(s) in the United States.

**Prerequisites:** *GSWS 001; GSWS majors and minors and SGIS minors only*

3 Credits

KORNBLUH, Felicia

T Th 11:40 – 12:55

# HISTORIC PRESERVATION PROGRAM

## COURSE OFFERINGS FOR SPRING 2023

- HP 100 A INTRO TO HISTORIC PRESERVATION (14993)**  
HP 100 Introduction to Historic Preservation offers an introduction to historic preservation sustainability by examining the goals, history, and practice of heritage conservation and cultural resource management from local, national, and global perspectives. It also introduces various research and practice methods to address preservation sustainability, accessibility, preparedness, social inclusion, and compliance objectives. HP 100 Introduction to Historic Preservation has been approved by the Catamount Core Curriculum Committee to serve as a Sustainability Learning Outcomes (SLO) Course that respects UVM's commitment towards envisioning and planning for a sustainable society and social inclusion through the goals articulated in *Our Common Ground*: "The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world."  
**Prerequisites:** *Minimum sophomore standing*  
3 Credits VISSER, Thomas T Th 8:30 – 9:45
- HP 201A HISTORY ON THE LAND (13205)**  
Identifying and interpreting evidence of the cultural forces - early settlement patterns, transportation, industry, agriculture, planning, conservation - that have shaped our land, buildings, towns, and cities.  
**Prerequisites:** *Historic Preservation majors only; or instructor permission.*  
3 Credits MCCULLOUGH, Robert T Th 4:25-5:40
- HP 303 A GRAD INTERNSHIP (14347)**  
**Prerequisite:** *HP 304 or HP 305; HP 2 Grads only*  
3 Credits VISSER, Thomas TBD
- HP 304A CONTEMPORARY PRESERVATION PLANNING AND POLICY (10568)**  
This seminar course explores the history, theory and practice of historic preservation planning and policy through seminars, field research and readings. Course goals include addressing such questions as: What is the history of historic preservation, heritage conservation and cultural resource protection locally, nationally and globally? How have the associated theoretical frameworks evolved and where are they headed? What are some of the most common contemporary preservation challenges and issues? What preservation planning and policy strategies are effective and appropriate? How are preservation planning and policy goals addressed by professionals in the field?  
**Prerequisite:** *HP 200; Historic Preservation majors only or instructor permission.*  
3 Credits VISSER, Thomas T 1:15-4:15

**HP 305A****HISTORIC PRESERVATION PRACTICE METHODS (10347)**

Building upon skills and methods learned in HP 205, this course aims to provide students with practical training in three vitally important areas of preservation practice: Rehabilitation Investment Tax Credits (RITC), National Register Nominations, and Historic Sites and Structures Surveys. Class presentations and discussion will focus on case studies, philosophical theories and the specific issues students will likely confront in these areas of practice, such as the use of substitute materials. Assignments will require preparation of a sample RITC application and its supporting materials, a sample National Register nomination and building surveys - urban and rural. Related tasks, such as the writing of proficient statements of significance and building descriptions, NR and NPS photograph policies and requirements, interpretation of the Secretary of Interior's Standards for Rehabilitation, and the reading of building plans also will be stressed. By the end of the course, students should understand the level of professional competence required to practice in these areas of historic preservation. Also included shall be discussion surrounding estimating time and labor for projects, and other aspects of professional practice.

**Prerequisite:** HP 200 and HP 205; *Historic Preservation majors only; Graduate Students only*  
MCCULLOUGH, Robert W 12:00-3:00

3 Credits

**HP 306A****ARCHITECTURAL CONSERVATION I (10519)**

The main goal of this course is to provide an overview of the study of architectural conservation through an examination of historic uses and physical properties and science of common historic building materials and finishes. We will explore the composition and pathology of building materials and examine strategies for conservation treatments and rehabilitation. We recognize that the professional preservationist should have a broad understanding of basic analytical and research skills, including a knowledge of historic construction techniques and the abilities:

- to date components of historic structures and to assess their significance
- to identify architectural materials, to assess the condition of architectural elements,
- to diagnose causes and mechanisms of deterioration,
- to collect, present, and critically review findings
- to review recommendations for conservation treatments of historic architectural materials

Another goal of this architectural conservation course is to provide a background for preservationists who will be working with architects, engineers, building trades workers, contractors, conservators, architectural historians, preservation advocates, grant recipients, developers, property owners, review boards and others.

A final goal of the course is to help prepare students for professional positions in preservation that require the review of conservation treatment proposals, architectural designs, and preservation grant applications. This is the first of a two-part sequence of courses with HP 307 Architectural Conservation II following next semester.

**Prerequisite:** HP 206; *Historic Preservation majors only or by instructor permission*  
VISSER, Thomas W 12:00-3:00

3 Hours

<b>HP 391 A</b>	<b>MASTER'S THESIS RESEARCH (14349)</b>	
1-6 Credits	<b><u>Prerequisite:</u></b> <i>Instructor Permission Required.</i> MCCULLOUGH, Robert	TBA
<b>HP 392 A</b>	<b>INDEPENDENT STUDY (14375)</b>	
1-6 Credits	<b><u>Prerequisite:</u></b> <i>Instructor Permission Required.</i> MCCULLOUGH, Robert	TBA
<b>HP 397A</b>	<b>SPECIAL READINGS AND RESEARCH (14366)</b>	
1-6 Credits	<b><u>Prerequisite:</u></b> <i>Instructor Permission Required.</i> MCCULLOUGH, Robert	TBA

