

UNIVERSITY OF VERMONT
HISTORY COURSE OFFERINGS FOR SPRING 2022
As of 11/16/2021

HST 010A D2: GLOBAL HISTORY SINCE 1500 (10268)

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 1:10 - 2:00

HST 015A EARLY EUROPE (12775)

This course traces the emergence of a distinctive European civilization from the last days of the disintegrating Roman Empire to the cusp of the Scientific Revolution. Beginning with a look at the late Roman Empire and its Byzantine, Islamic and “Latin” heirs, we will then more closely examine the early Carolingian period of proto-European unity, the development of nascent nation states and the rise of papal power in the high Middle Ages, the challenges of the disastrous fourteenth century, and the renewals and reformations of the early modern era. Major themes of the class will include developments in the ways Europeans ruled and rebelled; thought and fought; believed and dissented; worked and played, wrote and painted; and imagined themselves in relation to the rest of the world.

Concentration: Europe (HI02)

3 Credits FIELD, Sean MWF 9:40-10:30

HST 016A MODERN EUROPE (10269)

This class offers a broad survey of European history from the seventeenth century to the present. During the semester, we will explore the significant political, cultural, social, economic, and diplomatic developments that have shaped the European consciousness in the modern period. While numerous facets of historical study are covered in this class, a primary emphasis will be placed on peoples and cultures. Along these lines, rather than focusing exclusively on military campaigns and diplomatic machinations in discussing the First World War, we will cover in detail the impact of war on the everyday lives of European men and women and the cultural legacies of this cataclysmic event. This course will also attempt to convey the complexities of European identities in this period by paying special attention to gender, class, racial, ethnic, and religious differences. Students will acquire from this class a general understanding of the major developments in European history since the seventeenth century; a clearer sense of how knowledge of the European past enables a more sophisticated understanding of the contemporary world; and an ability to analyze critically historical texts and documents. Students will be expected to participate in class discussions, take several exams, and complete both in-class and out-of-class writing assignments.

Concentration: Europe (HI02)

3 Credits ZDATNY, Steven MWF 12:00-12:50

HST 017A	D1: NORTH AMERICAN INDIAN HISTORY (15313)	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.
3 Credits	Concentration: The Americas (HI05) MASSELL, David	T R 2:50-4:05
HST 063A	D2: MODERN LATIN AMERICA (15315)	This course gives a broad overview of Latin American history from the late nineteenth century onward, up to the present day. This will be done through an examination of long-term processes of political and social change, including the emergence of authoritarianism, democracy, and radicalism at different moments in various nations. The course will also closely examine several key watershed moments in the history of the region, and their significance and impact, including the Mexican and Cuban Revolutions. Throughout, we will also consider Latin America's relationships with the rest of the world. Lastly, particular attention will be paid to questions of human rights, including those of indigenous peoples and women. Readings will include scholarship from numerous disciplines (history, political science, and anthropology), as well as selected primary documents.
3 Credits	Concentration: The Americas (HI05) OSTEN, Sarah	MWF 10:50-11:40
HST 096A	COLONIALISM AND AFRICA (15314)	By 1903 almost the entire African continent had been conquered and occupied by European colonial powers. These powers, whether Belgian, British, French or Portuguese, then sought to both govern their new African colonies and extract wealth from African households and societies. None of these changes were without contradiction or uncontested. Africans resisted and engaged with these colonial states in a variety of ways. This course explores the imposition, consolidation and expansion of colonial on Africa. We will examine not just the impact of new economies, social changes, and politics, but will treat this as a process, and seek to understand how Africans understood, were exploited by, and even took advantage of these transformations. After a brief introduction to Africa in the nineteenth century, we will examine the nature and development of European expansion in Africa as well as African responses to European imperialism and conquest. We will then focus on the development and nature of the colonial state and economy in Africa. Specifically, we will examine the ecological and demographic consequences of colonialism, the nature of authority in indigenous polities and methods of colonial rule, women and gender in colonial Africa, labor, cash cropping and migration, the historical construction of ethnicity and “tribalism,” and the character and forces at work behind African nationalism and independence movements. Finally, we will briefly examine the period after independence was secured by African nations and nationalists, in order to understand the long-term impact of colonial rule. <i>Please note: Students who have taken HST 041 should not register for this course. Students may not receive credit for both HST 041 and HST 096.</i>
3 Credits	Concentration: Asia/Africa/Middle East/Global (HI04) STILWELL, Sean	MWF 2:20 - 3:10

HST 096B	LONDON: THE GLOBAL CITY (15316)	<p>This course explores London's long history as a global city by examining developments from the medieval period to the present. In addition to examining the urban experience of people from a diverse range of backgrounds, it explores London as a site of encounter. While the topics covered will vary, they are likely to include: global trade and foreign merchants; travel and tourism; the legacies of empire; immigration; racial violence and racial conflict; museums and the presentation of cultural difference; exhibitions and expositions; food and foodways; and the meanings of multiculturalism. Throughout the semester, we will use a range of source material to uncover this history. In addition to articles and books by historians of London, this course will draw on different sorts of primary texts, visual media, and films to convey the complexity of the city's past. Students will be expected to participate in different class discussions and exercises, write a series of short essays, and devise and execute a research project on a particular global encounter in the history of the city.</p> <p><u>Prerequisites:</u> LASP Students only, Humanities Scholars only; CAS first time, first year students only, instructor permission required</p> <p>Concentration: Europe (HI02)</p>	
3 Credits	DESLANDES, Paul	MW	3:30 - 4:45
HST 096C	LATIN AMERICAN REVOLUTIONS (15317)		
	<p>This seminar introduces students to a wide variety of revolutions and revolutionary movements in Latin America, from the early twentieth century to the present. Over the past 120 years, Latin America has produced some of the most important and famous revolutionary leaders of the modern era, such as Pancho Villa and Che Guevara. It has also been home to some of the most influential and well-known revolutionary political triumphs, such as the Cuban Revolution, but also to many lesser-known and less successful revolutionary examples. Starting with the Mexican Revolution of 1910-20, we will spend the semester looking at what motivated different revolutions in the region, the consequences and outcomes of different revolutionary calls for social, economic and political change, and the influence of Latin American revolutions and revolutionary ideas throughout the world. We will also pay particular attention to the roles and participation of women, indigenous people, LGBTQ people and other traditionally underrepresented populations in the various revolutions we will study.</p> <p><u>Prerequisites:</u> LASP students only, Social Science Scholars only, instructor permission required</p> <p>Concentration: The Americas (HI05)</p>		
3 Credits	OSTEN, Sarah	MW	3:30 - 4:45
HST 101A	HISTORY METHODS (12061)		
	<p>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.</p> <p><u>Prerequisites:</u> Three credits in History, History Majors only. Minimum sophomore standing</p> <p>Concentration: None - Required for History Majors</p>		
3 Credits	PHELPS, Nicole	MW	3:30 – 4:45

HST 101B	HISTORY METHODS (13934)				
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.					
<u>Prerequisites:</u> Three credits in History. History Majors only. Minimum sophomore standing					
Concentration: None - Required for History Majors					
3 Credits	BRIGGS, Charles	T R 11:40 – 12:55			
HST 102A	TOPICS IN AMERICAN HISTORY: WORLD'S FAIRS 1876, 1893, 1904 (15326)				
In the second half of the nineteenth century, world's fairs were all the rage. Governments and private citizens cooperated to create elaborate, months-long events that drew millions of visitors. Strolling through carefully designed grounds and architecturally innovative buildings, fairgoers were supposed to be educated and entertained as they took in exhibits of all kinds, from new consumer products to military technology, the latest art, and encampments of indigenous peoples, among countless other things. The fairs were also powerful sites for shaping notions of civilization, progress, nationalism, and racial hierarchy, not only for the planners and actual attendees, but for the people who read about and saw pictures of the widely-covered events in popular media. Scarcely a year went by without a fair or expo somewhere, but the three biggest fairs in the US were the Centennial Exposition in Philadelphia in 1876, the World's Columbian Exposition in Chicago in 1893, and the Louisiana Purchase Exposition in St. Louis in 1904. In this course, we will use primary sources, including lots of images, and secondary sources, especially scholarly journal articles, to explore the three fairs, first as the organizers intended, and then from the perspectives of those who tried to challenge the fairs' narratives, including Native Americans, Black Americans, and white women, among others. Students should expect a fairly consistent workload across the semester, with a journal article and/or primary source to read in preparation for most class sessions, small informal writing assignments to facilitate class discussion, and a primary source searching activity in most weeks. As a final project, each student will make a brief video/film that provides an analysis and contextualization of fair-related primary sources. Students may opt to use other technologies of their own choosing for their projects, but in class we will be focusing on how to use PowerPoint. A small-scale midterm project will give students an opportunity to practice both the analytical and the technical skills needed for the final project.					
<u>Prerequisites:</u> Three credits in History					
Concentration: The Americas (HI05)					
3 Credits	PHELPS, Nicole	MWF 9:40 – 10:30			

HST 109A	THE BRITISH ISLES, 1300-1688 (15327)	In 1688 there was still no such political or cultural entity as Great Britain or the United Kingdom. Nonetheless over the course of the fourteenth through seventeenth centuries, through the combined processes of state-formation, commerce, religious conversion, revolution, conquest, and colonization, the disparate realms of England, Wales, Scotland, and Ireland were well on their way to becoming a united kingdom. This course begins by examining the failed attempt of King Edward I of England to create a united Britain through military conquest. It then looks at England's wars with its neighbors and the social and cultural effects of the Black Death in the fourteenth and fifteenth centuries. The focus then turns to political developments in the British Isles through the reign of Henry VIII, the religious reformations of the sixteenth century, and renewed English efforts at empire building under the Tudors and early Stuarts. The course concludes with a discussion of political tensions, the civil wars, and their aftermath in the seventeenth century. Class meetings will offer a mix of lectures and discussion.
	Course Objectives:	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 British Isles history in the fourteenth through 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:	<i>Three credits in History.</i>
	Concentration:	Europe (HI02)
3 Credits	BRIGGS, Charles	T R 2:50 – 4:05
HST 115A	HISTORY OF POLAND (15328)	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. <i>Cross-listed with HS 115A and JS 196A</i>
	Prerequisite:	<i>Three credits in History</i>
	Concentration:	Europe (HI02)
3 Credits	HUENER, Jonathan	T R 11:40-12:55
HST 136A	FRANCE SINCE NAPOLEON (15363)	When Napoleon was finally exiled to the island of Saint Helena in 1815, France had lurched from absolute monarchy to revolution to empire and back to monarchy in the previous thirty years. It remained a country of small-holding peasants and small towns. It had a stagnant population and was a huge step behind in the industrial revolution. In the next two centuries, it developed a functioning democratic system and, by the 1990s, had become the world's fourth industrial power: a modern, industrial, urban society. In the process, it survived three wars with Germany and eight years of German occupation, the gain and loss of empire, and yet more revolutions. Even as <i>/La Grande Nation/</i> declined as a world power, French culture continued to set the standard in fashion, wine, literature, architecture, and film. Paris remains the most visited city in the world. This course will examine this richly textured history.
	Prerequisites:	<i>Three credits in History</i>
	Concentration:	Europe (HI02)
3 Hours	ZDATNY, Steven	MWF 2:20-3:10

HST 142A	D2: NIGERIA – GIANT OF AFRICA (15329)
	This lecture course explores the history of Nigeria, the most populous nation in Africa. In order to provide context for later developments in the twentieth century, we will begin long before the creation of the "Nigerian" nation by briefly exploring the history of the region's pre-colonial states and societies. Key themes to be covered include the formation and development of Hausa, Yoruba and Igbo political, economic and social structures, the nature of pre-colonial state systems, the impact of the Islamic revolution in the north and the Yoruba Civil Wars in the south. We will then move to a consideration of colonial rule, including the methods and impact of British rule and the nationalist movements that led to Nigerian independence. The history of independent Nigeria will then be examined from 1960 right to the 1990's. Key themes in this period include decolonization and nation building, the collapse of the First Republic, Civil War and the role of the military in government and politics. A central goal of the course will be to place the Nigerian experience in the broader context of African history.
	<u>Prerequisites:</u> <i>Three credits in History</i>
	Concentration: Africa, Asia, Middle East, Global (HI04)
3 Credits	STILWELL, Sean MWF 10:50-11:40
HST 145A	EGYPT, IRAN, TURKEY: ALT PATHS MODERNITY (15459)
	The Middle East's struggles with modernization are encapsulated in the history of its three most populous nation-states: Egypt, Iran, and Turkey. The rise of nationalism, European incursions in the Middle East, and internal strife contributed to the gradual fall of the Ottoman and Qajar Empires in the late nineteenth and early twentieth centuries. From the rubble emerged distinct social, political, economic, and religious responses to modernization, ranging from the establishment of a secular, ultra-nationalist state in Turkey, Arab nationalism in Egypt, monarchism and Islamism in Iran. We will explore and compare these three experiences using an array of sources including primary documents, works of fiction, and film.
	<u>Prerequisite:</u> <i>Three credits in History.</i>
	Concentration: Africa, Asia, Middle East, Global (HI04)
3 Credits	ERGENE, Boğaç TR 4:25-5:40
HST 156A	SAMURAI IN HISTORY AND FILM (13851)
	This course explores the history of the samurai class in Japan as represented in primary sources, secondary scholarship and popular culture with emphasis on the Tokugawa period (1603-1868). Students will read extensively, write numerous analytical essays, actively engage class discussions, and critically explore a series of Japanese films that focus on samurai topics and themes by well-known directors Kinugasa Teinosuke, Kurosawa Akira, Kobayashi Masaki, and Yamada Yōji.
	<u>Prerequisite:</u> <i>HST-055 or HST-151 or instructor permission</i>
	Concentration: Asia/Africa/Middle East/Global (HI04)
3 Credits	ESSELSTROM, Erik TR 10:05-11:20
HST 165A	CANADIAN-AMERICAN RELATIONS (15332)
	As Americans, we take our relationship with Canada entirely for granted. Yet present peaceful (if 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.
	<u>Prerequisite:</u> <i>Three credits in History</i>
	Concentration: The Americas (HI05)
3 Credits	MASSELL, David TR 8:30 -9:45

HST 170A	HISTORICAL GEOGRAPHY: MAPPING AMERICAN CHILDHOODS (15522)	
	In this course, we explore the intersection of Geography and History through a critical examination of American childhoods of the late 19th thru mid-20th centuries. We use four dimensions of social life as central to understanding the historical geographies of childhood, and in turn, to build a better understanding of American culture, places, and change over time. The 4 dimensions are: Mobility and Migration; Social Inequalities (race, gender, class, age); Child Health and Mortality; and Material Cultures of Childhood & Youth. We use diverse readings and resources, including primary materials from the time period and scholarly work in the growing sub-field of critical childhood history/geography. We uncover the conditions of childhood, including everything from child labor to standards of housing, from childhood diseases to immigrant experiences, and from schooling to the material culture of books, toys, and games. We seek to answer questions such as: How is 'childhood' constructed socially and culturally over time and through different places? How are diverse experiences of 'childhood' related to broader social, economic, and political contexts? To explore these questions, students engage in a mix of classroom-based explorations, develop data visualization skills (StoryMaps, census mappers, digital timelines, wordpress sites), and work in groups on project-based research to uncover and 'map' diverse experiences of childhood.	
	<i>Cross-listed with GEOG 170A</i>	
	<u>Prerequisite:</u> <i>GEOG 050 or GEOG 070, or HST 012 or Instructor permission</i>	
	Concentration: The Americas (HI05)	
3 Credits	COPE, Meghan	TR 11:40-12:55
HST 182A	TOPICS IN U.S. WOMEN'S HISTORY (15335)	
	This course surveys the role of women in U.S. history from the colonial period 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. Students are expected to attend all lectures and participate in class discussions. Student assessments may include written assignments, tests, and a research project. <i>Cross-listed with GSWS 196D.</i>	
	<u>Prerequisite:</u> <i>Three credits in History</i>	
	Concentration: The Americas (HI05)	
3 Credits	GUSTAFSON, Melanie	T R 10:05-11:20
HST 190A	THE HOLOCAUST (13238)	
	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. <i>Cross-listed with HS 190 A & JS 196 B.</i>	
	<u>Prerequisite:</u> <i>Three credits in History</i>	
	Concentration: Europe (HI02)	
3 Credits	HUENER, Jonathan	T R 2:50 - 4:05

HST 191A	GLOBAL HISTORY OF WORLD WAR II (15360)
	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. <i>Cross-listed with HS-191A.</i>
	<u>Prerequisite:</u> <i>Three credits in History</i>
	Concentration: Europe (HI02), Asia/Africa/Middle East/Global (HI04), The Americas (HI05)
3 Credits	BUCHANAN, Andrew MWF 12:00-12:50

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

HST 197A	INDEPENDENT STUDY (14406)
	History Special Course Form Required
	<u>Prerequisites:</u> <i>Minimum Junior standing required; Instructor permission required.</i>
3-6 Credits	DESLANDES, Paul TBA
HST 198A	UNDERGRADUATE RESEARCH (14399)
	History Special Course Form Required
	<u>Prerequisites:</u> <i>Minimum Junior standing required; Instructor permission required.</i>
3-6 Credits	DESLANDES, Paul TBA
HST 199A	INTERNSHIP IN HISTORY (14398)
	Supervised cooperative internship work in history in archives, museums, libraries, etc. To be individually arranged for each student. History Special Course Form Required.
	<u>Prerequisites:</u> <i>Junior or senior standing only, Instructor permission required.</i>
3-6 Credits	DESLANDES, Paul TBA
HST 297A	INDEPENDENT STUDY (14646)
	History Special Course Form Required
	<u>Prerequisite:</u> <i>Minimum Junior standing and twelve hours of History required.</i>
	<i>Instructor Permission Required.</i>
1-6 Credits	DESLANDES, Paul TBA

HST 201A	HISTORY ON THE LAND (15574)
	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. <i>Cross-listed with HP201A.</i>
	<u>Prerequisite:</u> <i>Twelve credits in History; Junior, Senior and Graduate students only.</i>
3 Credits	Concentration: The Americas (HI05) McCULLOUGH, Robert TR 4:25-5:40

HST 224A	MEDIEVAL EUROPE: THE WORLD OF LOUIS IX: KING, CRUSADER, SAINT (13852)
Louis IX reigned as king of France from 1226 to 1270. He led major crusades to North Africa in 1248 and 1270 and was canonized as a saint by the Church in 1297. He was by any measure one of the most important kings of the European Middle Ages, an iconic figure in French history remembered as the just and saintly protector of his people. His reign was crucial for the development of centralized government, and to the rise of Paris as a cultural, intellectual, and artistic capital of Europe. But Louis remains an enigmatic figure for modern historians: he was righteously pious but profoundly intolerant of Jews, Muslims, and heretics; committed to Christian charity but rigidly judgmental; an ardent but failed crusader; a strong ruler but mocked for his humble devotion to the new Mendicant Orders. This seminar will investigate Louis's life, his reign, and his world, in all their contradictions.	
<u>Prerequisites:</u> Twelve credits in History; Junior, Senior, and Graduate students only	
Concentration: Europe (HI02)	
3 Credits	FIELD, Sean
	M 4:05-7:05
HST 250A	D2: POSTWAR JAPAN (13853)
This seminar explores the political and cultural history of Japanese society during the early postwar era. Required readings include books and journal articles on the social history of the U.S. occupation period (1945-1952), Korean populations within postwar Japanese society, mass protest movements of the 1950s and 1960s, and relations between postwar Okinawa and the Japanese mainland. Students will engage in the critical analysis and discussion of assigned readings each week, as well as develop an independent research project on a topic related to Japanese history and society during the postwar period.	
<u>Prerequisites:</u> Twelve credits in 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 (15370)
In this 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.	
<u>Prerequisite:</u> Twelve credits in History; Junior, Senior, and Graduate Students Only	
Concentration: The Americas (HI05)	
3 Credits	GUSTAFSON, Melanie
	T 4:35-7:35

HST 280A	D2: QUEER LIVES: LGBTQ HISTORY (15368)
	This discussion-based, seminar course will assess recent trends in lesbian, gay, bisexual, transgender, and queer history from around the world (with a primary focus on North America and Europe). In addition to exploring the major theoretical influences on the field, including the work of Michel Foucault, Judith Butler, and David Halperin, this course will ask students to examine the development of LGBTQ communities in a broad range of national contexts, urban and rural sexual subcultures, and the related histories of regulation, medicalization, and categorization. Particular attention will be paid to the ways in which LGBTQ experiences fragmented along the lines of social class, race, ethnicity, religion, and bodily experience (to mention but a few of the categories addressed in the seminar). Among the topics we will cover during the course of the semester will be the emergence of gay subcultures in major metropolitan areas like New York and London as well as in places like rural Mississippi; the rise of sexology and the growth of "sexual science"; the history of gender nonconforming and transgender peoples; and the rise of modern queer cultures. Seminar members will be expected to complete all course readings, participate in weekly discussions, and produce, by the end of the semester, a substantial essay based on original primary research. <i>Cross-listed with: GSWS 200 A.</i>
	<u>Prerequisites:</u> <i>Twelve credits in History; Junior, Senior, and Graduate Students only.</i>
	Concentration: The Americas (HI05), Europe (HI02)
3 Credits	DESLANDES, Paul R 4:35-7:35
HST 295A	U.S. MILITARY BASES AND THE CONSTRUCTION OF HEGEMONY (15372)
	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. <i>Cross-listed with GRS 200A and HST 395B</i>
	<u>Prerequisites:</u> <i>Twelve hours in History; Juniors and Seniors only. Graduate students register for HST 395A</i>
	Concentration: The Americas (H105), Africa, Asia, Middle East, and Global (H104), Europe (H102)
3 Credits	BUCHANAN, Andrew 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.

HST 391	MASTER'S THESIS RESEARCH
	History Special Course Form Required
	<i>Prerequisite: History Graduate students only. Instructor Permission Required.</i>
1-6 Credits	Instructor Varies
	TBA
HST 393A	GRADUATE INTERNSHIP (14396)
	History Special Course Form Required
	<i>Prerequisite: History Graduate students only. Instructor Permission Required.</i>
1-6 Credits	BROWN, Dona
	TBA

HST 395A U.S. MILITARY BASES AND THE CONSTRUCTION OF HEGEMONY (15374)

Please see description for HST 295A

***Prerequisites:** History Graduate students only. Juniors and seniors register for HST 295A.*

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

3 Credits BUCHANAN, Andrew M 4:05-7:05

HST 395B LOCAL HISTORY IN A GLOBAL CONTEXT (15375)

Historical research is more an art than a science, and more a cyclical than a linear process. How do we find the right materials? How do we ask the right questions once we have found them? How do we move effectively from our own sources to the work of other historians—and back again to sources? This seminar will be a “total immersion” archival experience offering advanced training in how to conduct first-hand historical research and how to conceptualize and shape a research agenda. The materials held in UVM’s Special Collections offer an excellent opportunity to work with primary sources often almost untouched by other historians. The focus of the collections on one rather isolated little corner of the world—Vermont—makes a great “laboratory” for investigating sweeping historical changes of national and even global significance. Our focus in this class will be on Vermont in the early twentieth century, a time frame that invites questions about the integration of rural places into regional, national, and global networks—and the scrutiny of such broad historical generalities as “modernization,” “modernism,” and “modernity.”

***Prerequisites:** History Graduate students only.*

3 Credits BROWN, Dona M 12:00-3:00

SPECIAL READINGS & RESEARCH at the Graduate level may be arranged with Professor's permission and completion of History Special Course Form.

HST 397	SPECIAL READINGS & RESEARCH
	Directed individual study of areas not appropriately covered by existing courses. Variable credit. History Special Course Form Required
1-6 Credits	<u>Prerequisite:</u> History Grad students only. Instructor Varies
	TBA

OTHER COURSES TAUGHT BY HISTORY DEPARTMENT FACULTY

HCOL 086J D2: ENCOUNTERING THE OTHER (12126)

Toleration and acceptance or even celebration of difference (whether of race, ethnicity, class, gender, culture, or religion) are very recent and, in a global context, hardly generalized values. This course aims to explore the meaning of toleration and the processes by which it can be achieved through an examination of encounters with difference in medieval and Renaissance Europe, a culture which, on the whole, valued intolerance. The course will familiarize students with the structure of this society and the key normative values that informed its identity as well as its approach to people who did not appear to conform to these norms. It will then analyze primary sources that bear witness to a number of encounters which threw into sharp relief the difference between the normative (i.e. Catholic, male, heterosexual, and often elite) European and the “Other.” These encounters were fraught and often hostile, but they opened the eyes of many European observers to the ubiquity of difference and the humanity of those who were different, thus opening the possibility of conceptualizing toleration.

Prerequisites: Instructor permission required, HCOL first year students only

3 Credits

BRIGGS, Charles

TR 10:05-11:20

HCOL 186M D2: ISLAM & HUMAN RIGHTS (11193)

Are Islam and human rights compatible? Both human rights and Islam raise universal claims that may conflict in some cases. In this course, we will consider various attempts by religious and legal theorists to reconcile these claims through reinterpreting Islam or deriving human rights from Islamic sources. We will explore the practical side of these issues by examining legal documents and legal practices in various Muslim countries, paying special attention to the status of women and non-Muslim minorities.

Prerequisites: Instructor permission required, HCOL sophomores only

3 Credits

ERGENE, Boğaç

TR 1:15- 2:30

HISTORIC PRESERVATION COURSE OFFERINGS FOR SPRING 2022

HP 201A

HISTORY ON THE LAND (14127)

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. *Cross-listed with HST 201A*

Prerequisites: *Historic Preservation majors only; or instructor permission. Juniors, Seniors, and Graduate Students, register for HST 201A.*

3 Credits

MCCULLOUGH, Robert

T R 4:25-5:40

HP 303A

GRADUATE INTERNSHIP (15793)

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-304 or HP-305; HP 2 Grads only.*

3 Credits

MCCULLOUGH, Robert

TBA

HP 304A

CONTEMPORARY PRESERVATION PLANNING AND POLICY (10635)

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 (10381)

Building upon skills and methods learned in HP 206, 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. Degree students only.

Prerequisite: *HP 200 and HP 205; Historic Preservation majors only; Graduate Students only*

3 Credits

MCCULLOUGH, Robert

W 12:00-3:00

HP 306A**ARCHITECTURAL CONSERVATION I (10579)**

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: Historic Preservation majors only or by instructor permission

3 Hours

VISSER, Thomas

M 12:00-3:00

HP 391A**MASTER'S THESIS RESEARCH (15795)**

Students may elect to do a thesis, in lieu of an internship and an elective by permission only. Credits TBA.

Prerequisite: Instructor permission

1-6 Credits

MCCULLOUGH, Robert

TBA

HP 392A**INDEPENDENT STUDY (15825)**

Prerequisite: Instructor permission

1-6 Credits

MCCULLOUGH, Robert

TBA

HP 397A**SPECIAL READINGS & RESEARCH (15815)**

Prerequisite: Instructor permission

1-6 Credits

MCCULLOUGH, Robert

TBA