

UNIVERSITY OF VERMONT
HISTORY DEPARTMENT COURSE OFFERINGS
FOR FALL 2021

As of 4/1/2021

HST 011A HISTORY OF THE US TO 1865 (90175)

History 11 is an introductory survey of the history of the North American settlements that would later become the United States, from the time of first contact among European, African, and American people through the Civil War. The course is designed to provide students with a clear understanding of the forces that have shaped early American history, including: the rise, growth, and ultimate fall of the institution of slavery; the transformation of the American economy and the early industrial revolution; long-term cultural changes in family and religion; and the transformation of American politics. Course requirements will include assigned readings, examinations and written work. Cross-listed with HST 011 ZRA.

Concentration: The Americas (HI05)

3 Credits CARR, Jacqueline TR 10:05-11:20

HST 012A HISTORY OF THE US SINCE 1865 (90240)

History 12 is an introductory survey of U.S. history from the Civil War to the recent past. This course emphasizes the development of a series of basic historical skills and provides a chronological and topical analysis of the past. Course requirements include assigned readings and examinations. Cross-listed with HST 012 ZRA.

Concentration: The Americas (HI05)

3 Credits GUSTAFSON, Melanie TR 1:15-2:30

HST 016A MODERN EUROPE (90187)

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.

Cross-listed with HST 016 ZRA.

Concentration: Europe (HI02)

3 Credits SCHRAFSTETTER, Suzanna MW 3:30 – 4:45

- HST 021A GREEK HISTORY AND CIVILIZATION (95788)**
 A mixture of political, military, social and economic history, this course will introduce students to the principal issues, events and personalities of Greek History from the Bronze Age to the end of the Persian Wars. Issues to be treated include political systems—specifically constitutional theory and the emergence of democracy—war, trade, colonization, imperialism, law, agriculture, geography, climate and natural resources, slavery, gender, equality and inequality, identity construction, citizenship, as well as urban and town planning.
 Primary sources include literature (Homer, Hesiod, lyric poetry, Herodotus, and Aeschylus, etc.), historical documents (inscriptions and coins), and archaeological sites and artifacts (pottery, metals, and building materials). One aim of this course is to understand the development of historical writing, the deliberate recording of events within a narrative framework. Students will study and evaluate a variety of primary sources and should be prepared both to question these sources and to scrutinize modern assessments of them. Cross-listed with CLAS 21, CLAS 121 and HST 121.
Concentration: Europe (HI02)
 3 Credits EVANS, Jessica TR 2:50-4:05
- HST 046A HISTORY OF ISLAM AND MIDDLE EAST SINCE 1258 (93828)**
 This is an introduction to the major institutions that evolved under the aegis of what we might call Islamic civilization since the Mongol conquest of Baghdad in 1258 until our own time. The principal geographical areas that we will cover are the Middle East, North Africa and India. Since "Islam" encompasses not simply a religion but an entire cultural complex, we shall examine political, economic, and social institutions developed in the Islamic world as well as the religious ones. No prior knowledge of Islam or the Middle East is assumed; students possessing prior knowledge are, however, welcome. Cross-listed with HST 046 ZRA.
Prerequisites: Degree students only even after level restrictions removed.
Concentration: Africa/ Asia/ Middle East/ Global (HI04)
 3 Credits ERGENE, Bogac TR 11:40-12:15
- HST 055A D2: HISTORY OF CHINA AND JAPAN (90728)**
 This course is a broad introduction to major topics and significant themes in East Asian history with a primary focus on places we now call China and Japan. Significantly, we will explore the history of both from a comparative perspective that stresses the impact and influence of each society on the other in an effort to transcend the intellectual limitations imposed by the political boundaries of the nation-state. In doing so, we will interrogate problems of historical knowledge and representation relevant to anyone possessing a sincere desire to develop a contemplative and compassionate understanding of our shared human past.
Concentration: Africa/Asia/Middle East/Global (HI04)
 3 Credits ESSELSTROM, Erik MWF 9:40-10:30
- HST 067A GLOBAL ENVIRONMENTAL HISTORY (95222)**
 In addition to introducing students to the basic principles and concepts of environmental history, this course will explore the influence of nature—climate, topography, plants, animals, and microorganisms—on human history and the way people, in turn, have influenced the natural world around them. The course will be global in scope and will examine how humans have interacted with their environment from the Paleolithic era to modern times. In particular, it will focus on how some of the world’s major civilizations changed their environment, how the environment limited their development, and how they coped—or failed to cope—with the environmental problems that civilizations inevitably produce.
Concentration: The Americas (HI05), Europe (HI02), and Africa/Asia/Middle East/Global (HI04)
 3 Credits BUCHANAN, Andrew MWF 10:50-11:40

HST 095A TAP: WOMEN'S HISTORY (95223)

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

Prerequisites: CAS FTFY only.

Concentration: The Americas (HI05)

3 Credits GUSTAFSON, Melanie TR 11:40-12:55

HST 095B D1: TAP: REEL AND REAL INDIANS (95508)

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: TAP Course; CAS FTFY students only.

Concentration: The Americas (HI05)

3 Credits MASSELL, David MW 3:30-4:45

HST 101A HISTORY METHODS (93864)

What is historical scholarship? How does it differ from other kinds of scholarship and from popularly oriented history writing? These are among the questions we will deal with in this seminar. Ultimately our aim will be to impart the knowledge and skills needed for designing, researching, and writing an original work of historical scholarship - - a paper of 20 to 25 pages - - based on primary source materials. The thematic focus for student projects in this section of HST-101 will be the decades of the 1930's and 1940's. Research projects may focus on such topics as Nazi Germany, Fascist Italy, the Soviet Union under Stalin, the Depression, the New Deal in the United States, and World War Two.

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

Concentration: None - Required for History Majors

3 Credits STEINWEIS, Alan MW 5:05-6:20

HST 102A THE EARLY REPUBLIC (95224)

The Early Republic was an era of rapid development, expansion, and fundamental transformation. Victory over Britain in the War for Independence seemed to promise endless possibilities. Americans, both young and old, were on the move impacting the lives of all involved including Native Americans. The national population increase alone from less than 2 million to more than 10 million within three decades initiated further substantial change. Students will study this dynamic era through a variety of topics including economic, political, social, and cultural developments; urban and rural life; the institution of slavery; women's history; religion; and the broad sweep of social reform movements. Method of instruction: lectures, secondary source readings, and research using both period documents (such as newspapers) and material objects in the collections of the Fleming Museum. Requirements include midterm exam, final exam, short research assignments for class discussion, and two essay papers.

Prerequisite: *Three hours of History*

Concentration: The Americas (HI05)

3 Credits

CARR, Jacqueline

TR 1:15-2:30

HST 103A 20TH CENTURY EUROPE (95226)

More than any other, the twentieth was a century of paradoxes. How could one civilization produce such extremes of greatness and wickedness, from the Holocaust and the Bomb to penicillin and seventy years of peace and prosperity? This question will serve as the basis of a study of Europe since 1900. Our method will be first of all to recount the century's major events--wars (hot and cold, foreign and civil), revolutions, depressions, genocide--and second to probe the surface of events and ask about mass consumerism, women's emancipation, life in totalitarian societies, the European Project. Our task will not be merely to see the history of these 100 years but to understand it.

Prerequisite: *Three hours of History*

Concentration: Europe (HI02)

3 Credits

ZDATNY, Steven

TR 4:25-5:40

HST 117A MEDIEVAL URBAN LEGENDS (93834)

Examines stories that people in medieval Europe believed to be true in spite of obvious evidence to the contrary, in order to analyze how and why societies create and cling to intellectually improbable interpretations of the world. For Fall 2021, the class will focus on the legend of "Prester John," which imagined a virtuous and powerful Christian king somewhere in Asia or Africa who would help European Christians defeat their enemies; and the "Blood Libel"—the preposterous claim that Jews engaged in ritual murder of Christian babies as a religious commandment. We will investigate the origins of these two legends in the twelfth century, and trace their later histories and impact on the world in which we live today.

Prerequisite: *Three hours of History*

Concentration: Europe (HI02)

3 Hours

FIELD, Sean

MWF 9:40-10:30

HST 121A GREEK HISTORY AND CIVILIZATION (96048)

A mixture of political, military, social and economic history, this course will introduce students to the principal issues, events and personalities of Greek History from the Bronze Age to the end of the Persian Wars. Issues to be treated include political systems—specifically constitutional theory and the emergence of democracy—war, trade, colonization, imperialism, law, agriculture, geography, climate and natural resources, slavery, gender, equality and inequality, identity construction, citizenship, as well as urban and town planning.

Primary sources include literature (Homer, Hesiod, lyric poetry, Herodotus, and Aeschylus, etc.), historical documents (inscriptions and coins), and archaeological sites and artifacts (pottery, metals, and building materials). One aim of this course is to understand the development of historical writing, the deliberate recording of events within a narrative framework. Students will study and evaluate a variety of primary sources and should be prepared both to question these sources and to scrutinize modern assessments of them. Cross-listed with CLAS 21, CLAS 121 and HST021.

Prerequisites: HST 009 or appropriate work in Classics.

Concentration: Europe (HI02)

3 Credits

EVANS, Jessica

TR 2:50-4:05

HST 151A D2: MODERN JAPAN (93838)

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

Prerequisites: Three hours of History

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

3 Hours

ESSELSTROM, Erik

MWF 1:10 – 2:00

HST 153A US DIPLOMATIC HISTORY: 1819-1919 (95645)

The idea that the United States is the most powerful country in the world has structured much of US foreign policy, political rhetoric, national identity, and social science since the end of World War II in 1945. More recently, that idea has been questioned and challenged as other global powers have emerged and the US government has backed away from many of the institutions earlier generations of Americans created to bolster US supremacy in the wake of World War II. How does US foreign policy operate in a multipolar world and without a clear US commitment to internationalism? This course examines a period of US history when those conditions applied, beginning with the US acquisition of Florida in 1819 and ending with the US rejection of the Treaty of Versailles and the League of Nations at the end of World War I in 1919. Many of the topics we will cover are still debated today, including immigration and citizenship policy, tariff rates, the relationship between federal and state governments, and how much authority a president has when it comes to foreign policy. Other elements are quite different, including the nineteenth-century emphasis on territorial acquisition and the absence of a large professional peacetime military.

The course is reading intensive, but the specific readings and assignment structure will not be finalized until August, because it will not be clear until that time which materials will be available for purchase, rental, or library use. However, the course will definitely give students a grasp of key historical events while building capacity to read and analyze primary and secondary sources and providing opportunity to practice various forms of writing. There will be opportunity for students to choose topics of specific interest to them to explore more deeply; students working on related topics will spend some in-class time in conversation with each other, but there is no requirement for group work outside of class.

Prerequisites: *Three hours of History*

Concentration: The Americas (H105)

The course can also be applied to a Global Studies major and minor.

3 Hours

PHELPS, Nicole

MW 6:40-7:55

HST 162A MODERN MEXICO (95232)

Mexico is a large and extraordinarily diverse country with an exceptionally rich history. Once the heart of the Spanish Empire in the Americas, today it is one of the wealthiest and most powerful countries in Latin America. It is also the country that had the world's first modern social revolution, in 1910, and its revolutionary heritage has shaped its history ever since, and continues to influence its politics today. Throughout this course, we will examine social, economic, and cultural factors within modern Mexican political development over the past 150 years. This will include examinations of the ways in which women and indigenous peoples fought for political and social rights in post-revolutionary Mexico. We will also take into account the international context for major events in Mexican history, and Mexico's relationships to the rest of Latin America, the United States, and the world.

The objectives of this course are to familiarize you with the modern history of Mexico up to the present day, and to equip you with the historical knowledge necessary to understand pressing present-day issues that Mexico faces, such as US-Mexican relations, emigration, economic and political reform, and the ongoing struggle between the Mexican government and drug cartels. Throughout this course, we will also be considering what it is that journalists do, and how and why this is different than what historians do, via an in-depth and ongoing examination of US newspaper coverage of Mexico over the course of the twentieth and twenty-first centuries. The objective is to identify and to learn the specific methods that historians apply to analyzing and writing about particular themes and questions. In the newspaper portfolio assignment, you will be evaluated on your writing, but also on your use of historical knowledge to analyze and think critically about current and past US journalistic coverage of Mexico. The format of this course is a mixture of lecture and discussion. Tuesdays will usually be mostly lecture, and Thursdays will always be discussion-intensive.

Prerequisites: *Three hours of History*

Concentration: The Americas (HI05)

3 Hours

OSTEN, Sarah

TR 2:50-4:05

HST 187A AFRICAN AMERICAN HISTORY: 1619-THE CIVIL WAR (95233)

This course provides an overall study of black people in the United States from their African origins to the American Civil War. It is important to note that nothing in our history made the institution of slavery inevitable. Indeed, certain groups of people made decisions that resulted in the mass importation of Africans during the eighteenth and nineteenth centuries. We will examine the reasons underlying the development of slavery and racism. From its earliest roots in mainland British America, slavery became the defining characteristic of the American economy, culture, and identity. Although this is an African American history course, it is important to remember that without the mutual interactions of Native peoples, Africans, and Europeans the United States would not exist, as we know it today. In this course, we will pay particular attention to the diversity of experiences within black history. African Americans represented many different sectors of the United States' population. What do I mean? African Americans were slaves, free people, slave owners, patriots, Loyalists, Unionists, and Confederates. In this class, we will all walk away with a deeper understanding and appreciation of the cultural and economic interactions that defined the United States before the Civil War.

Prerequisites: *Three hours of History*

Concentration: The Americas (HI05)

3 Credits

WHITFIELD, Amani

TR 11:40-12:55

HST 191A GLOBAL HISTORY OF WORLD WAR II (93841)

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 Holocaust Studies: HS 191A.

Prerequisite: *Three hours of History*

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

3 Credits

BUCHANAN, Andrew

MWF 2:20-3:10

HST 195A DRUGS IN LATIN AMERICA (95235)

Since 2006, a horrifically violent conflict has been raging between drug trafficking organizations and the Mexican state, in which an estimated 200,000 people have been killed and tens of thousands more have disappeared. This is in addition to the social, political and cultural impacts of this ongoing violence. One of the objectives of this course is to provide you with global and historical context that will enable you to better understand this conflict and other, related conflicts elsewhere in Latin America. This course will examine the history of drugs and drug trafficking in Latin America from the colonial era to the present, by considering social, political and economic trends over time. National, regional and international factors will be examined in tandem, in order to provide you with a better understanding of how and why some Latin American nations became centers of drug production and global drug trafficking, as well as ground zero for so-called "wars" on drugs. The course will also include an examination of the particular role of the United States in driving the demand for drugs from Latin America, and in US governmental efforts to combat drug production and trafficking in the region.

We will examine these topics in three distinct parts of the course. First, we will study the history of the consumption and production of drugs in and from Latin America from the colonial era to the early twentieth century. Second, we will examine the histories of the three most important drugs produced in the region (cocaine, marijuana and opiates) and how and why they became global commodities in the mid-twentieth century. Third, we will study so-called "wars" on drugs in various parts of Latin America from the 1980s to the present, including the impact of drug trafficking from Latin America in the United States. In the last week of the course, we will examine the current status of drugs and drug violence in the various parts of Latin America that we have studied historically.

This is a serious course on a serious subject. It is reading and writing intensive and will require a significant time commitment from you this semester. Readings average about 100 pages per week, and you will have several papers and a longer final essay, in addition to other assignments. The expectation for engaged and well-prepared participation during class is also very high. The format of this course is a mixture of lecture and discussion.

Prerequisite: *Three hours of History*

Concentration: The Americas (HI05)

3 Credits

OSTEN, Sarah

TR 10:05-11:20

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	<p>INDEPENDENT STUDY (92714) History Special Course Form Required <i>Prerequisites: Minimum Junior standing required; Instructor permission required.</i></p>
3-6 Credits	<p>DESLANDES, Paul TBA</p>
HST 198A	<p>UNDERGRADUATE RESEARCH (90188) History Special Course Form Required <i>Prerequisites: Minimum Junior standing required; Instructor permission required.</i></p>
3-6 Credits	<p>DESLANDES, Paul TBA</p>
HST 199A	<p>INTERNSHIP IN HISTORY (90189) Supervised cooperative internship work in history in archives, museums, libraries, etc. To be individually arranged for each student. History Special Course Form Required. <i>Prerequisites: Junior or senior standing only, Instructor permission required.</i></p>
3-6 Credits	<p>DESLANDES, Paul TBA</p>
HST 297A	<p>INDEPENDENT STUDY (CRN Varies) This is a special course for those students interested in pursuing independent study work at the junior or senior level. In general, students are only allowed to take this course (with a particular faculty member) if they are unable to sign up for a 200-level seminar. HST 297 requires extensive reading and research and generally results in the completion of a major research paper. It also requires the permission of an individual faculty member and the department chair. Topics will vary depending on student and faculty interests. <i>Prerequisite: Minimum Junior standing and twelve hours of History required. Instructor Permission Required. History Special Course Form Required</i></p>
1-6 Credits	<p>DESLANDES, Paul TBA</p>

HST 227A NAZISM AND FASCISM (94072)

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; Minimum Junior, Senior, or Graduate students only*

Concentration: Europe (HI02)

3 Credits

STEINWEIS, Alan

W 12:00 – 3:00

HST 295A THE INVENTED INDIAN (95243)

From European settlers' earliest accounts of Indian captivity, to Hollywood blockbusters like Avatar, North American Indians have occupied a central place in the historical mythology of nation building and, we might argue, served as a crucial foil for the development of 'White' North Americans' understanding of themselves. This seminar samples the rich and varied sources authored by Euro-Americans that concern North American Indians: including colonial-era accounts of encounter, early memoirs of captivity, 19th century literature and art and policy, and 20th century textbooks, woodcraft, commerce and film. As such, this is a course in cultural and intellectual history with an emphasis on close textual and/or visual analysis. Students will write several short papers as well as a larger research paper designed in coordination with the instructor.

Prerequisite: 12 hours History; Junior and Seniors only;
Graduate students register for HST 395C

Concentration: The Americas (HI05)

3 Credits

MASSELL, David

T

4:35 - 7:35

HST 295B RECONSTRUCTION & 1876 ELECTION (95244)

The 1876 presidential election was one of the most unique and most consequential in US history. One candidate won the popular vote; the other won the Electoral College vote; some states of the former Confederacy sent competing electoral delegations to the meeting of the Electoral College; there were widespread claims of voter fraud; and violence was used to intimidate voters, with larger-scale violence threatened as the results remained in question. All of this was taking place amidst the broader context of the aftermath of the Civil War and the dramatic alteration of the US Constitution via the Reconstruction Amendments; the stakes were exceptionally high. Faced with this unprecedented situation, Congress created a special commission to determine the winner of the election. Rutherford B. Hayes, the Republican winner of the Electoral College vote, was awarded the presidency, and Congress agreed to withdraw federal troops from the former Confederacy, creating conditions in which Jim Crow practices and other forms of white supremacy could thrive.

In this seminar, we will examine the 1876 election in detail, using primary sources to see the maneuverings of the moment and secondary sources to help us understand the causes and short- and long-term consequences of the election. The most important skills we will work on are close reading and analytical writing. Each student will produce their own research project and will be well positioned at the end of the course to participate in the Spring 2022 Student Research Conference. Some students may opt to submit their work for potential publication in the *History Review*. The seminar is also likely to include significant practice locating and citing primary and secondary sources, commenting constructively on other people's work in progress, and presenting work in progress to others orally, but the specific structure of the course will not be solidified until August, when a clearer picture of how the pandemic will affect our options is available.

Prerequisites: 12 hours History; Juniors and Seniors only; Graduate students register for HST 395B

Concentration: The Americas (HI05)

3 Credits

PHELPS, Nicole

T 6:00 – 9:00

HST 295C OTTOMAN EMPIRE IN COMPARATIVE PERSPECTIVE (96001)

This course explores the Ottoman history and institutions from a comparative perspective. As a general tendency, the academic scholarship on Ottoman history has depicted the polity as an exceptional entity and emphasized “the incomparability and incommensurability of Ottoman history”[1] relative to other histories. According to Rifa’at Abou-El-Haj, this aspect of the scholarship “has narrowed our perspective and has given rise to many distortions.”[2] In this seminar, we will go against this tendency and explore the academic works that focus on different aspects of Ottoman culture and society in dialogue with neighboring fields and disciplines. These works make the Ottoman topics more relevant to broader perspectives and wider audiences. In this course we survey the recent scholarship on the empire that offers both explicitly comparative studies which propose multi-foci narratives by juxtaposing aspects of Ottoman and non-Ottoman (European or Asian) societies and implicitly comparative ones that explore themes that find their roots in other fields and have only been recently applied to the Ottoman setting. For example, Stephen Dale’s *The Muslim Empires of the Ottomans, Safavids, and Mughals* is representative of the first approach. Sam White’s *The Climate of Rebellion in the Early Modern Ottoman Empire*, which introduces themes associated with environmental and demographic history to Ottoman history-writing, is an example of the latter orientation. The course is intended for students familiar with non-Ottoman fields yet desire to enhance their backgrounds on broader Euro-Asian themes and are interested in comparative and/or global history. The course will explore a broad set of social, economic, political, cultural, military, technological, and environmental issues in the early-modern and modern periods. Students will be required to write book-reviews, participate in class discussions, and prepare a final research paper on a topic of their choice, in consultation with the instructor.

Prerequisite: 12 hours History; Juniors and Seniors only; Graduates register for HST 395D

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

3 Credits

ERGENE, Boğaç

W 4:05 - 7:05

HST 301A GRADUATE HISTORIOGRAPHY (93868)

This course provides an introduction to the study of history at the graduate level. We will explore the history of the historical profession and the development of historical scholarship using readings that focus on a variety of time periods, geographies, and themes. Students will gain experience working with multiple genres common in the historical profession, including monographs, journal articles, and book reviews, among others. The course will also help students develop practical library and computer skills relevant to historical study. The course is both reading- and writing-intensive, and active student participation during in-class discussions is expected.

Prerequisite: History Graduate Students Only

3 Credits

WHITFIELD, Amani

R 4:35-7:35

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 (CRN Varies)

History Special Course Form Required

Prerequisite: History Graduate students only. Instructor Permission Required.

1-6 Credits

Instructor Varies

TBA

HST 395A HISTORY, HUMAN NATURE, AND PUBLIC POLICY (95246)

This course has a simple aim. It is not to focus on any particular moment or place or historiographical tradition. Rather, it is an attempt to bring a historical perspective into our reading of significant contemporary issues of general interest. We will do this by looking at the work of some of the authors—historians, economists, sociologists, economists, psychologists—whose work is currently most prominent and most talked about. The reading will address questions about class, race, and gender, in the present and in the past, in the U.S. and elsewhere—about the environment and about human development, about the sort of species we are, and about the way that insights drawn from history and the social sciences might be applied to the challenges that confront us.

Prerequisites: *Graduate History Students Only*

3 Credits

ZDATNY, Steven

M 4:05-7:05

HST 395B RECONSTRUCTION & 1876 ELECTION (95894)

The 1876 presidential election was one of the most unique and most consequential in US history. One candidate won the popular vote; the other won the Electoral College vote; some states of the former Confederacy sent competing electoral delegations to the meeting of the Electoral College; there were widespread claims of voter fraud; and violence was used to intimidate voters, with larger-scale violence threatened as the results remained in question. All of this was taking place amidst the broader context of the aftermath of the Civil War and the dramatic alteration of the US Constitution via the Reconstruction Amendments; the stakes were exceptionally high. Faced with this unprecedented situation, Congress created a special commission to determine the winner of the election. Rutherford B. Hayes, the Republican winner of the Electoral College vote, was awarded the presidency, and Congress agreed to withdraw federal troops from the former Confederacy, creating conditions in which Jim Crow practices and other forms of white supremacy could thrive.

In this seminar, we will examine the 1876 election in detail, using primary sources to see the maneuverings of the moment and secondary sources to help us understand the causes and short- and long-term consequences of the election. The most important skills we will work on are close reading and analytical writing. Each student will produce their own research project and will be well positioned at the end of the course to participate in the Spring 2022 Student Research Conference. Some students may opt to submit their work for potential publication in the *History Review* or to use their work as part of an MA portfolio or as the basis for an extended essay. The seminar is also likely to include significant practice locating and citing primary and secondary sources, commenting constructively on other people's work in progress, and presenting work in progress to others orally, but the specific structure of the course will not be solidified until August, when a clearer picture of how the pandemic will affect our options is available.

Prerequisites: *12 hours History; Graduate students only; Juniors and Seniors register for HST 295B*

Concentration: The Americas (H105)

3 Credits

PHELPS, Nicole

T 6:00 – 9:00

HST 395C THE INVENTED INDIAN (95895)

From European settlers' earliest accounts of Indian captivity, to Hollywood blockbusters like Avatar, North American Indians have occupied a central place in the historical mythology of nation building and, we might argue, served as a crucial foil for the development of 'White' North Americans' understanding of themselves. This seminar samples the rich and varied sources authored by Euro-Americans that concern North American Indians: including colonial-era accounts of encounter, early memoirs of captivity, 19th century literature and art and policy, and 20th century textbooks, woodcraft, commerce and film. As such, this is a course in cultural and intellectual history with an emphasis on close textual and/or visual analysis. Students will write several short papers as well as a larger research paper designed in coordination with the instructor.

Prerequisite: 12 Hours History, Graduate students only; Undergraduates register for HST 295A.

Concentration: The Americas (HI05)

3 Credits

MASSELL, David

T

4:35 - 7:35

HST 395D OTTOMAN EMPIRE IN COMPARATIVE PERSPECTIVE (96079)

This course explores the Ottoman history and institutions from a comparative perspective. As a general tendency, the academic scholarship on Ottoman history has depicted the polity as an exceptional entity and emphasized "the incomparability and incommensurability of Ottoman history"[1] relative to other histories. According to Rifa'at Abou-El-Haj, this aspect of the scholarship "has narrowed our perspective and has given rise to many distortions." [2] In this seminar, we will go against this tendency and explore the academic works that focus on different aspects of Ottoman culture and society in dialogue with neighboring fields and disciplines. These works make the Ottoman topics more relevant to broader perspectives and wider audiences.

In this course we survey the recent scholarship on the empire that offers both explicitly comparative studies which propose multi-foci narratives by juxtaposing aspects of Ottoman and non-Ottoman (European or Asian) societies and implicitly comparative ones that explore themes that find their roots in other fields and have only been recently applied to the Ottoman setting. For example, Stephen Dale's *The Muslim Empires of the Ottomans, Safavids, and Mughals* is representative of the first approach. Sam White's *The Climate of Rebellion in the Early Modern Ottoman Empire*, which introduces themes associated with environmental and demographic history to Ottoman history-writing, is an example of the latter orientation.

The course is intended for students familiar with non-Ottoman fields yet desire to enhance their backgrounds on broader Euro-Asian themes and are interested in comparative and/or global history. The course will explore a broad set of social, economic, political, cultural, military, technological, and environmental issues in the early-modern and modern periods. Students will be required to write book-reviews, participate in class discussions, and prepare a final research paper on a topic of their choice, in consultation with the instructor.

Prerequisite: 12 Hours History, Graduate students only; Undergraduates register for HST 295C.

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

3 Credits

ERGENE, Boğaç

W

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.

HST 397 SPECIAL READINGS & RESEARCH (CRN Varies)

HST 397 is a directed readings and research course for graduate students only. HST 397 topics are devised in consultation with individual faculty members and consist of an intensive reading and writing experience in a select field of study. Graduate students should prioritize enrollment in seminars but independent studies are often a good way to do directed work in a specific field of research. Students must receive the permission of an individual faculty member and the graduate director to pursue this option. Topics will vary depending on student and faculty interests. **Prerequisite:** History Grad students only. Variable credit. History Special Course Form Required

1-6 Credits

Instructor Varies

TBA

HISTORIC PRESERVATION PROGRAM

COURSE OFFERINGS FOR FALL 2021

As of 4/1/21

HP 200A	HISTORY OF AMERICAN ARCHITECTURE (90190) Study of architectural history to gain fluency in the stylistic terms so essential to historic preservation and to public support for conserving our architectural heritage. <u>Prerequisite:</u> <i>HP graduate students; upper level undergraduates by instructor's permission.</i>	3 Credits	MCCULLOUGH, Robert	TR	4:25-5:40
HP 205A	HISTORIC PRESERVATION LAW (90747) Legal issues in conservation of the built environment. Basis legal techniques for protection of historic structures (historic districts, protective legislation, easements, covenants). Study of significant court decisions. <u>Prerequisite:</u> <i>Degree students only after level restrictions removed.</i>	3 Credits	MCCULLOUGH, Robert	MW	3:30-4:45
HP 206A	RESEARCHING HISTORIC STRUCTURES/SITES (90191) Methods for researching historic structures and sites using archival and physical evidence, deciphering archaic building technologies, and documenting structures through professional reports, architectural photography, measured drawings. <u>Prerequisite:</u> <i>HP majors or Instructor permission.</i>	3 Credits	VISSER, Thomas	W	12:00-3:00
HP 302A	COMMUNITY PRESERVATION PROJECT (90192) Third-semester graduate students apply developed professional skills to actual community preservation problems. Projects include strategy development, securing and allocating funds, research, advocacy, and implementation. <u>Prerequisite:</u> <i>HP 2 Grad only.</i>	3 Credits	MCCULLOUGH, Robert	M	12:00-3:00
HP 303A	GRADUATE INTERNSHIP (90193) 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. <u>Prerequisite:</u> <i>HP-304 or HP-305; HP 2 Grads only.</i>	3 Credits	VISSER, Thomas	TBA	
HP 307A	ARCHITECTURAL CONSERVATION II (90527) A continuation of Architectural Conservation I, emphasizing an integrated examination of historic preservation and architectural conservation through lectures, seminars, and field and laboratory research projects. <u>Prerequisite:</u> <i>HP-306</i>	3 Credits	VISSER, Thomas	T	1:15-4:15
HP 391A	MASTER'S THESIS RESEARCH (90194) Students may elect to do a thesis, in lieu of an internship and an elective by permission only. Credits TBA. <u>Prerequisite:</u> <i>Instructor permission</i>	1-6 Credits	VISSER, Thomas	TBA	
HP 397A	SPECIAL READINGS & RESEARCH (90720) <u>Prerequisite:</u> <i>Instructor permission</i>	1-6 Credits	VISSER, Thomas	TBA	

OTHER FALL 2021 COURSES TAUGHT BY HISTORY DEPARTMENT FACULTY

As of 4/1/21

HCOL 185A VISUALIZING HISTORY: INDIA (93228)

In this course we will explore India 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, Indians integrated global trends and built national identities. By looking at examples including how handwoven cloth became a potent tool for resisting colonialism and photography helped make sense of India's history, we will explore how various visual and material forms have generated meanings in different historical contexts, and also 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 explore key changes of the era through iconic visual and material sources. To explore changing ideas of religion in this period, for instance, we will explore devotional posters that circulated widely with the introduction of lithographic technologies, along with advertisements which drew on religious imagery to sell goods. Focusing on 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 a range of health tonics attempted to address perceived challenges to masculinity. Examining ideas about the past, we will look at how photography of ancient monuments defined India's glories in long-ago eras, while efforts to rebuild temples read India's history as an inevitable conflict between Muslims and Hindus. 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 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 work in groups to create a visual narrative of particular decades, exploring what advertisements can tell us about markets, desires, consuming practices, and political choices in late colonial urban India.

Prerequisites: *Instructor permission required, HCOL sophomores only*

3 Credits

MCGOWAN, Abigail

TR

10:05-11:20

HCOL 185C D1: WAR, RACE, AND IDENTITY IN AMERICA (90849)

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

Prerequisites: *Instructor permission required, HCOL sophomores only*

3 Credits

BUCHANAN, Andrew

MWF

1:10-2:00

HCOL 185J JEWS UNDER FACISM AND NAZISM (91139)

This course examines the fates of the Jewish population in Fascist Italy (1922-1945) and in Nazi Germany (1933-45). While the Nazi dictatorship was modeled on the blueprint of Fascist Italy and the two countries became close allies in the 1930s, Fascist Italy's anti-Jewish policy differed from that of Nazi Germany, and only in its final phase as a puppet government under German occupation did the Italian Fascists collaborate in the deportation of Jews from Italy. The Fascist Party, which originally included numerous Jews among its members, gradually became more antisemitic, and the Fascist government enacted Racial Laws in 1938 that closely followed the example of Nazi Germany's Nuremberg Laws (1935). By the eve of the Second World War, about half of Germany's Jews had fled abroad. Starting in the fall of 1941, those who had remained were deported to the ghettos or death camps in occupied Poland. By the end of 1943, only Jews who had non-Jewish spouses and those who tried to survive in hiding remained. While the Italian Jews suffered under economic plunder, vilification, forced labor, and internment (in the case of foreign Jews), they were not deported until the fall of 1943. With the German occupation and the establishment of the Italian Social Republic in central and northern Italy in September of 1943, Jews in Italy suddenly faced the mortal danger of arrest and deportation to Auschwitz. The course will start by looking at Jewish life in Italy and Germany before Mussolini and Hitler came to power. In the course of the semester, we will examine the role of antisemitism in Fascist and Nazi ideology and analyze the gradual radicalization of Nazi and Fascist anti-Jewish policy and Jewish responses in a comparative manner. We will analyze the deteriorating situation of the Jewish population in both countries and explore the reactions of the Italian and German population to the persecution and to deportation and murder of the Jews. The course will end with an examination of the situation of Holocaust survivors in Germany and Italy and Holocaust memory in postwar Italy and Germany. In the course of the semester, the students will develop individual research projects on themes discussed in class.

Prerequisites: *Instructor permission required, HCOL sophomores only*

3 Credits

SCHRAFSTETTER, Susanna

MW 5:05 – 6:20