

History

Chair: Professor M. Walker

Faculty: Professors S. Berk, T. Meade, S. Sargent, R. Wells; Associate Professors J. Cramsie, A. Feffer, A. Foroughi, J. Madancy, A. Morris; Assistant Professors K. Aslakson, B. Peterson; Lecturers D. Brennan, M. Lawson; Visiting Assistant Professors A. Ellis, K. McIntyre, J. Richmond; Visiting Assistant Instructor C. S. Gan

Staff: J. Earley (Administrative Assistant)

Requirements for the Major: Twelve courses including a five-course core; at least one course on the period before 1700; at least one course each in US and European history; at least one course from the following areas: Africa/Middle East, Asia, Latin America; two-300 level courses, a seminar, and a two-term senior project.

Students will choose a five-course core in Africa/Middle East, Asia, Europe, Latin America, or US, or in a thematic concentration. Examples of thematic concentrations include “Africana,” “Women and Gender,” “Revolution,” “Empires,” etc. In close cooperation with their advisors, history majors will select the courses for a thematic concentration and submit their proposal to the Department Chair for written approval no later than the start of Winter Term of the Junior year. Students may also choose a five course Public History core, consisting of HST 224; a department-approved Public History internship (with HST 224 as a prerequisite); two of the following: HST 118; HST 226; HST 227; HST 265 (same as ANT 265); HST 270; HST 324, HST 331, HST 481, the Civil Rights Public History miniterm, or the South Africa miniterm; and one other relevant history course chosen from the previous list or in cooperation with Melinda Lawson.

400-level seminars are normally limited to 15 students and are designed to teach research skills. The 300-level courses are specifically designed for history majors and include bibliographical and historiographical components. 400-level seminars and 300-level courses may be used to meet the core requirements. Senior projects normally must pertain to a topic in the core, but cannot count toward courses in the core. Students must complete a 400-level seminar before beginning the thesis. Two of the following classics courses may be counted toward the history major, but not toward a core: 110, 111, 121, 125, 126, and 129.

Requirements for the Interdepartmental Major: Eight courses, including the core requirement or thematic concentration for majors, one 300-level course, the 400-level seminar, and the senior thesis. Students must complete a 400-level seminar before beginning the thesis. Interdepartmental majors may count one term of the senior thesis toward the field requirements.

Requirements for Honors: To be eligible for departmental honors, a student must fulfill the following requirements: (1) a minimum index of 3.30 in history; (2) a grade of “A minus” or higher on the senior project; and (3) a grade of “distinction” or “high pass” in an oral examination based on the senior project. In addition, the student must satisfy College requirements for departmental honors.

Requirements for the History Minor: Six history courses, including at least one 300-level course; at least three of the six must belong to one of the following core areas: Africa/Middle East, Asia, Europe, Latin America, or US.

Requirements for the Public History Minor: Seven courses, including at least one 300-level course; HST 224; a department-approved Public History internship (with HST 224 as a prerequisite); one of the following: HST 118, HST 226, HST 227, HST 265 (Same as ANT 265), HST 270, HST 324, HST 331, HST 481, the Civil Rights Public History miniterm, or the South Africa miniterm; and either an additional course drawn from the previous list or one course drawn from the following: any Art History course; Anthropology 265 (same as HST 265); Studio Fine Arts 262, Computer Science 055; Modern Language in Translation 200, 263, 339; Political Science 247, 260. For information about approved public history internships, contact Melinda Lawson at X8041 or lawsonm@union.edu.

Requirements for Secondary School Certification in Social Studies: The College recommends that any undergraduate seeking New York State secondary teacher certification should consider attending the five-year Master of Arts in Teaching program at Union Graduate College in their fifth year. To prepare for that program, students are required to take PSY 246 and EDS 500A, B (Field Experiences) in their junior or senior year. Students must complete the history major, including at least one course each in United States history, European history, Latin American, Asian, or Africa/Middle East. In addition, students must take at least one course from each of the Departments of Economics, Political Science, and Sociology or Anthropology (see your departmental advisor for recommended courses from each of these disciplines).

Interdepartmental Majors in History Seeking Secondary School Certification: The College recommends that any undergraduate seeking New York State secondary teacher certification should consider attending the five-year Master of Arts in Teaching program at Union Graduate College in their fifth year. To prepare for that program, students are required to take PSY 246 and EDS 500 A, B (Field Experiences). Students must take eight courses from the Department of History and must meet the field, seminar, and project requirements in history. They must complete the other half of their interdepartmental major with the Department of Economics, Political Science, Sociology, or Anthropology, and they must take at least one course from two of the social science departments in which they are not majoring.

Course Selection Guidelines

Placement: We accept the following AP courses: World History, United States History, and European History. If the score is 4 or 5, then we assign credit for one of our introductory courses, HST 105 for World History, HST 102 for United States History, and HST 147 for European History, all of which will count towards the major.

Courses Suitable for Non-Majors: Although 300 and 400 level courses are designed with History majors and minors in mind, all History courses are suitable for non-majors.

Course Numbering: 300- and 400-level courses have as a prerequisite any 100- or 200-level course or permission of the instructor.

Courses in African and Middle Eastern History

HST-107. Africa to 1800 (Not offered 2011-12). This course explores the history of Africa from the beginnings of humanity through the period of the trans-Atlantic slave trade. In it, we will examine political, social, economic and cultural changes in Africa, with particular focus on the relationships between local communities and the political elites who sought to rule them. This perspective will enable us to focus on the social dynamics of African communities and the daily activities of ordinary Africans, as well as on the political intrigues and roles of kings, chiefs, and merchants. *GenEd: LCC*

HST-108. Africa since 1800 (Spring; Peterson). This course is a survey of the African continent from 1800 to present. In this course, we will examine the political, social, economic and cultural changes in Africa during the nineteenth and twentieth centuries. Focus will be on key themes that span much of African history during this period including: slavery and the slave trade, European conquest and African resistance, the expansion of world religions (Islam and Christianity) in Africa, colonialism, the growth of nationalism, decolonization and the emergence of independent post-colonial states, and the challenges facing contemporary African states related to political instability and economic development. Given the enormous breadth and diversity of Africa, this course explores these themes by focusing on certain case study regions and countries, such as Francophone West Africa, Nigeria, the Congo region (Zaire), the East African coast and Arabic-speaking North Africa. *GenEd; LCC*

HST-194. The Modern History of the Middle East (Winter; Berk). Problems in the political, social, and economic history of the Middle East in modern times; the demise of the Ottoman Empire; impact of the West upon the Arab world; relations among the new Arab states; and the coming of modernization.

HST-195. The Early History of the Jews (Not offered 2011-12). History of the Jewish people in its first 1600 years from tribal beginnings to the destruction of the second Commonwealth.

HST-201. Contemporary Africa (Fall; Peterson). This course examines the history of Africa since 1950 with an emphasis on politics and culture. Through readings of novels, memoirs and historical accounts, combined with lectures, discussions and films, this course will explore the last fifty years of African history. Much of the course will focus on case studies in such countries or regions as West Africa, East Africa, the Congo, Nigeria, Algeria and Egypt. *LCC*

HST-302. Comparing Muslim Cultures (Winter; Peterson). This course explores the history of Islam in diverse regional and temporal settings. It explores the unity of Islam, through an examination of the early history of the religion and its founding texts and tenets. However, the main emphasis of this course will be Islam's remarkable heterogeneity over time and space; the foci will be case studies drawn from across the Muslim world — in Africa, the Middle East Asia and Europe. Through readings and discussions, the course examines the following ten topics: The foundation of Islam, the expansion of Islam and conversion processes, Muslim travelers and trade, religious tolerance, women and gender in Islam, Islamic Education, religious revivalism and reform, Muslim lands under European colonial rule, Islam in the West, and the challenge of modernity. *GenEd: LCC*

HST-401. Seminar in Africa/Middle East: Islam in Africa (Not offered 2011-12). This course will examine the social, cultural and political history of Islam in Africa during the nineteenth and twentieth centuries. More particularly, we will explore the relationship between Islam and colonialism, Sufism and 'modernist reformers,' Muslim states and slavery, political Islamism and democracy, and the intersection of local and global forces in the constitution of Muslim societies in Africa. How 'African' is Islam? What are the particular itineraries and modes of entry of Islam into the region? How has Islam's political role changed over the past two centuries? How has Islam influenced or transformed social and cultural life? The geographic focus is West, North and East Africa with case studies drawn from particular countries. The course will begin by examining the initial spread of Islam into Africa, exploring the trans-Saharan trading system, and medieval Islamic towns and states in Africa. After looking at the role of Muslim states and holy wars during the nineteenth century, we will shift our focus to the colonial period. The course will end with discussions focused on post-colonial and contemporary Africa. *GenEd: LCC*

HST-402. Seminar in Africa/Middle East: French Empire (Not offered 2011-12). This course examines the history of the French empire in West Africa, North Africa and Southeast Asia. The aim of the course is to introduce students to the history of the wider Francophone world. Three main phases in the long history are explored: colonialism, decolonization and immigration. The course moves chronological through these phases exploring each in diverse geographical settings, and drawing on readings pertaining to particular themes such as the culture of empire, political economy of colonialism, women and gender, literature and expressive culture, colonial violence, and resistance. *GenEd: LCC*

Courses in Asian History

HST-181. East Asian Tradition (Winter; Madancy). An overview of the traditional civilizations of China, Japan, and Korea, focusing on the emergence and development of ideologies, institutions, and social patterns up to 1800. Special emphasis on fostering an appreciation for the richness and complexity of each individual society. *GenEd: LCC*

HST-182. Modern East Asia (Not offered 2011-2012). An analytical overview of the major themes and historical processes that shaped China, Japan, and Korea from the nineteenth century to the present. *GenEd: LCC*

HST-183. Introduction to South Asian Civilizations (Not offered 2011-12). In this course we shall investigate the area of South Asia by focusing on important historical debates surrounding themes such as history, religion, nationalism, colonialism and family life. We will seek to explore these themes for two to three weeks through Movies and Documentaries: Gandhi, Jinnah, Ambedkar, India Untouched, Jodha Akbar. *GenEd: LCC*

HST-184. Making Modern India 1800-1947 (Not offered 2011-12). We will concentrate on the impact of colonialism on the Indian subcontinent and on the formation of the modern South Asian States of India and Pakistan through historically-based films. We will study the representation of Indian society and history in the booming Bollywood film industry. The culture of colonialism, the nature of the colonial state and the emergence of nationalism, are themes which are explored. Chronologically, we will survey the history of Indian subcontinent from the inception of colonial rule in the late eighteenth century to the establishment of independent nation states of India and Pakistan in the middle of the twentieth century (1800-1947). Since this is a survey course there are no prerequisites. *GenEd: LCC*

HST-281. Modern Japanese History (Spring; Madancy). Analysis of the social, economic and political changes that have characterized Japan's emergence as a world power from the Meiji restoration to the present. *GenEd: LCC*

HST-283. The Mao Years (Winter; Madancy). This course explores the phenomenal changes and catastrophic consequences of Mao Zedong's domination of China. Although the bulk of the class focuses on events following the founding of the People's Republic of China in 1949 to Mao's death in 1976, we will begin by looking at the China into which Mao was born in 1893 and trace his rise to power. We will also examine the legacy of the Mao years on contemporary Chinese politics and society. Students will analyze Mao's China through memoirs, films, visual propaganda, secondary analyses, and of course, Mao's Little Red Book. *GenEd: LCC*

HST-284. Women in China and Japan: Power and Limitations (Not offered 2011-12). A comparative look at how the societies of China and Japan shaped the various roles assumed by women in these two cultures, as well as the evolution of those roles over time. *GenEd: LCC*

HST-285. The Samurai: Lives, Loves, and Legacies (Fall; Madancy). This course explores the evolution of the *samurai* as a caste, their military and family lives, their passions, and their symbolic meaning to Japanese and to others. We will be reading first-hand accounts written by *samurai* men and women, viewing a number of well-known and lesser-known samurai films, and looking at how the realities of *samurai* life compare with the many meanings the samurai have acquired over the centuries. *GenEd: LCC*

HST-286. Women in South Asia: (Not offered 2011-12). To explore women in the South Asia, particularly in India, Pakistan, and Bangladesh. We will study traditional topics like patriarchy, marriage and family, gender and sexuality, but also explore women as political actors, intellectuals, and professionals. The perspective will enable us to focus on the social and political dynamics of South Asia, as well as the daily activities of ordinary Asian

women. We shall move from there to a discussion of the position of women in South Asia, and particularly India, looking at a diverse and wide array of texts. *GenEd; LCC*

HST-380. Special Topics in East Asian History (Not offered 2011-12). Prerequisite: any 100-level or 200-level history course or permission of the instructor. *Gen-Ed: LCC*

HST-381. Asian Encounters with the West: Commerce, Conquest, and Conversion (Not offered 2011-12). Examines the motivations behind the western presence in China and Japan from the seventeenth century to the recent past, and analyzes the impact of the West on the economy, society, politics, and ideology of East Asia. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-383. The Last Dynasty: The Glory and Fall of the Qing Empire, 1644-1911 (Spring; Madancy). For 250 years, the Qing Dynasty ruled China, but when it fell in the dramatic 1911 Revolution, the entire imperial system fell with it. This course will focus on the enormous social, political, and economic changes that shaped China during the reign of the Manchu dynasty and changed China forever. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-384. Historical Foundations of South Asian Religions. (Not offered 2011-12). South Asia is garnering intense interest in the 21st century. This course is designed to open our eyes to the region of South Asia; to learn more about this developing region in terms of its society, culture, economy, religion, and politics. Did you know that Buddhism and Islam are the fastest growing religions in the world? There are more Muslims in South Asia than any other region of the world. Buddhism, Hinduism, and Islam have remained religious forces that have continued to exert a strong influence on political, social, and economic life. Contrary to their 'spiritualistic' image, violence and conflict have been an integral aspect of these religions. We will examine how South Asian traditions have commonly been an important element in sectarian politics, nationalism and war. We will assess their adaptations in light of the problems in the modern world using media and literary sources. *GenEd: LCC*

HST-481. Seminar in East Asian History: World War II in Asia (Not offered 2011-12). World War II was the most destructive conflict of the twentieth century, but many students in America are unfamiliar with the toll it took on Asia and why residual tensions between Japan, China, and Korea remain so real and so raw today. This course examines how the war came about, how it is remembered, and how its complex legacy still affects the region. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

Courses in European History

HST-141. Medieval Europe (Not offered 2011-12). The emergence of western European civilization after the fall of the Roman Empire. The period 300-1350 is surveyed with special attention to factors that influenced later European civilization.

HST-142. Renaissance and Reformation Europe (Fall; Ellis). The beginnings of modern Europe in the period 1350-1650 with emphasis on Italian humanism, Renaissance Florence, the Protestant Reformation, and the rise and fall of Spain.

HST-143. Entrepreneurship in Medieval and Renaissance Europe (Not offered 2011-12). Examines the meaning and impact of entrepreneurship during the 500 years (or so) prior to the rise of modern capitalism in the early modern era. Takes a broad view of entrepreneurship as the ability to perceive opportunities that others cannot see and to exploit those opportunities by combining resources and expertise to achieve a particular end. Economic entrepreneurs get most, but not all, of the attention.

HST-145. Early Modern Europe (Not offered 2011-12). European society from the seventeenth century through the Enlightenment, stressing social, economic, institutional, and intellectual developments.

HST-147. Revolutionary History. (Not offered 2011-12). This course will survey major themes in modern European history, including: the Enlightenment and the Industrial Revolution; the French Revolution; the Russian Revolution and Soviet Communism; and the National Socialist Revolution, World War II, and the Holocaust.

HST-148. Europe Between Two Wars (Not offered 2011-12). An analysis of major socio-economic and political developments in western Europe from the end of the First World War to the beginning of the Second World War.

HST-149. The Second World War Era (Spring; Berk). Authoritarian movements in Europe and Asia during the Depression decade, the origins of World War II, the alliance against the Axis, the consequences of the war, and the emergence of new social and political structures during the postwar era.

HST-152. The Great War (Not offered, 2011-12). This course will cover World War I, at the time called the "Great War," beginning before 1914 with the run-up to war and ending after the war, including the postwar settlement, the early period of the Russian Revolution, and the origins of fascism in Italy and Germany. This is an international history, including the conflict on the western and eastern fronts as well as conditions on the home fronts of the various countries. The course lectures and readings will be accompanied by several films.

HST-154. Russia in the Imperial Age (Spring; Berk). Major institutional and ideological developments from the time of the first Romanov to the February Revolution of 1917.

HST-155. The Rise and Fall of the Soviet Union (Not offered 2011-12). Russia on the eve of the Revolution. Political, economic, and social developments during the periods of revolution, war, communism, NEP, rapid industrialization, and the postwar years, including the post-Soviet period.

HST-156. History of Poland (Not offered 2011-12). A history of Poland from the formation of the first Polish state to the present. Poland under foreign occupation, independent Poland, communist, and post communist Poland are the focal points in this course.

HST-157. Modern Jewish History (Not offered 2011-12). European, American & Middle Eastern Jewish communities from the fifteenth century, their origins and function within Christian Europe; response of the European Jewry to the Enlightenment and the growth of anti-Semitism and Zionism.

HST-158. The Holocaust (Spring; Berk). European and American Jewry in the period 1933-1945, focusing on modern anti-Semitism, the Nazi world view, German extermination policies, the response of Europe and the United States, and Jewish behavior in a time of crisis.

HST-161. The Making of Ireland (Not offered 2011-12). The social, religious and political forces that have shaped the history of Ireland from its origins to the present. Course topics include changing Irish identities, including those of modern Irish women, the global movement of the Irish people, the struggle for independent Ireland and the Troubles, and the challenges facing Ireland following the peace accords of the 1990s. It examines these questions through historical, literary, and artistic sources.

HST-162. Modern Scotland (Fall; Cramsie). Kilts, haggis, heather, and Highlands: all things that come to mind when we think of Scotland. Yet few of us probably appreciate just how much the people of that rugged country contributed to modern history: radical Protestantism and the King James Bible, Highland regiments and Enlightenment thinkers, links golf and Robbie Burns, the steam engine (James Watt) and the “invisible hand” (Adam Smith), *Trainspotting* (Irvine Welsh) and the Edinburgh Arts Festival. This course studies Scotland’s history and its people’s search for a modern identity.

HST-163. Hanes Cymru: Wales and the Welsh. (Not offered 2011-12). A mythic past of Trojans and giants? A people fierce in defense of liberty? A wild, romantic, undiscovered country? A conquered people without a nation or name of its own? Gwyn Williams neatly summed up these issues with his 1991 book, *When Was Wales?* This course explores Wales and its people with a strong focus on such questions of national identity. Our foundation is John Davies’ classic *History of Wales*, an English translation of his history first written in Welsh for a Welsh-speaking readership. In the long sweep of that history we will pause now and then to study moments and markers crucial for how the Welsh understand themselves and their nation: the great medieval legends of the *Mabinogion*, the famous revolt of Owain Glyn Dwr and Wales’ subsequent incorporation within the English state, the romanticization of Wales and its past in the eighteenth century, the Welsh Diaspora, the iconic Welsh identity associated with the coal pits and Labour, Wales in film, and the challenges of modernity seen through the lives of Welsh women and ethnic communities in Wales.

HST-240. The Crusades: Christianity and Islam in Conflict (Fall; Sargent). The conquest of Jerusalem and the Holy Land by knights from western Europe and the response of the region’s Muslims, 1096-1291. Special attention is given to the development of a crusading spirit and its corruption under the influence of religious, political, and economic expediency and personal greed.

HST-241. Mystics, Magic, and Witchcraft in Medieval and Early Modern Europe (Spring; Sargent). A survey of learned and popular beliefs about the influence of supernatural and occult powers on individuals and society.

HST-242. The Scientific Revolution, 1400-1700 (Fall; Richmond). An examination of the fundamental reorientation in the study of nature that gave rise to modern science. Special attention is given to the contributions of Copernicus, Galileo, Descartes, and Newton.

HST-245. Occult Sciences and Societies (Not offered 2011-12). Surveys the rise of occult sciences, such as ritual magic, astrology, and alchemy, and the influence of real and imagined secret societies dedicated to the preservation and transmission of such esoteric knowledge. Examines the legends associated with the suppression of the Templars in fourteenth-century France, and the revival of Platonism, Jewish Kabbalah, and pseudo-Egyptian Hermeticism in Renaissance Italy. Considers the dissemination of such ideas throughout early-modern Europe, the alchemical theories of Paracelsus and Isaac Newton, and the imagined societies of esoteric utopias. Concludes with the rise of Rosicrucianism, Freemasonry, and the Bavarian Illuminati and their possible influence on the French Revolution.

HST-256 (353). Modern European Ideas (Not offered 2011-12). This course will survey important ideas in modern European history, including the writings of Jean Jacques Rousseau, Karl Marx, Charles Darwin, Friedrich Nietzsche, Sigmund Freud, Albert Einstein, Jean-Paul Sartre, Simone de Beauvoir, and Michel Foucault.

HST-260. Medieval Britain 1000-1509. (Not offered 2011-12). In 1000, Britain was part of a Norse-Viking Empire which dominated the peoples living around the North Sea. Within Britain itself, England was divided and the Anglo-Saxons were in a fight for survival with the Norse, the kingdom of Scots was an ill-formed hodgepodge of Gaels, Celts, Picts, Saxons, and Norse, and in the West the *Cymry*, the peoples of Wales, clung fiercely to their identity as the original Celtic inhabitants of Britain. In the decades after the famous Norman conquest of 1066, Britain became part of a vast French-speaking Empire. After five centuries of political conflict and war, which rulers and which nations would survive, thrive, and achieve supremacy on the

island of Britain? This question is examined in this course and particular topics for analysis include the creation of the so-called 'first English empire' within Britain itself between 1093 and 1343, the Scottish wars of independence, the Hundred Years War with France, the great dynastic struggles of the English Wars of the Roses, the notorious reputation of Richard III and the rise of the Tudors, and the triumph of the Stewart kings in Scotland.

HST-266. The Age of Henry VIII. (Not offered 2011-12). Remarkable women and men made history in Britain during the Age of Henry VIII: six wives (Catherine, Anne, Jane, Anne, Catherine and Katherine), faithful and far from saintly servants like Cardinal Wolsey, Thomas More, and Thomas Cromwell, and an evangelical boy destined to become Edward VI. This was an age of personal monarchy, patriarchy, and the rule of wealthy elites, but these figures travelled paths and pursued policies that changed the way every person lived. They nurtured and unleashed religious passions that divided generations and whole peoples from one another, and hundreds – eventually thousands – died at the hands of those who believed they had a monopoly on spiritual truth. This course analyzes the imperial ambitions of Henry VIII and Edward VI in Britain and Ireland, the brutal dynastic and religious politics of the period, and the all-out assault on the traditional faith in the Tudor dominions.

HST-267. The Tudor and Stewart Queens. (Not offered 2011-12). The radical Protestant John Knox published a tract in 1558 denouncing what he called the 'monstrous regiment of women'. He had in mind three women who dominated the political scene: Queen Mary I of England (Henry VIII's Catholic daughter) Marie of Guise (widow and queen regent of the deceased James V of Scotland); and young Mary Queen of Scots, betrothed to the future king of Catholic France. Knox had the spectacularly bad luck to publish his attack on queenship at the moment when Mary I died and her Protestant sister Elizabeth ascended the throne, a queen mighty in defense of her authority and with a temper to match her illustrious father Henry VIII. These women defined British History after 1550. Looking back on these years, Francis Bacon wrote of the 'strange perturbations' of England, having been ruled by a boy king (Edward VI) and two women before finally again seeing on the throne a proper adult male, James VI of Scotland – with nice irony, Mary Queen of Scots' son. This course explores the lives of these Tudor and Stewart queens and analyzes the intersections of gender, authority, and religious zeal that defined their age.

HST-268. British Revolutions 1603-1660. (Fall; Cramsie). In 1603, James VI of Scotland became the first king to rule all of Britain and Ireland, when he added Elizabeth I's crown to his own. This was the first in a series of remarkable revolutions. James successfully consolidated this new Stuart *imperium* in England, Wales, and Scotland. The Protestant plantations in Ulster created the origins of the modern-day troubles in Northern Ireland. Settlements in the Americas inaugurated a British Atlantic Empire built on sugar and tobacco, slavery and a British diaspora. James passed to his successor Charles I a dangerous ideology of imperial kingship that asserted the crown's unchallenged authority over all matters spiritual and temporal. When Charles attempted to make good on that ideology in his religiously and ethnically diverse kingdoms, the result was war, wars that eventually cost the king his head. For the first and only time, a British king was tried and executed for committing tyranny, the monarchy abolished, and a republic created. Inspired by the message of radical social justice in the Bible, English men and women demanded freedom and equality in these years. This course examines these revolutions and their lasting impact at the restoration of monarchical government in 1660.

HST-269. The British Imperial Isles 1660-1800. (Not offered 2011-12). Between 1660 and the end of the Napoleonic Wars, Great Britain became a global superpower. Major transformations came with these events. The ejection of the Catholic James VII & II and the revolution settlements in England, Scotland, and Ireland established a Protestant Ascendancy. Political economy and empire came to dominate political thinking and Scotland was formally incorporated within a United Kingdom of Great Britain in 1707. Not everyone welcomed these changes and supporters of the ejected Stuarts, the Jacobites, looked to undo the Union. However, the peoples of Britain and Ireland were increasingly entwined with the Empire, politically, commercially, and culturally. There was no going back it seemed, despite the revolution in North America. The end of this 'first' British Empire in 1783 did not change the trajectory of British imperial power. With the defeat of France in 1815, the new United Kingdom of Great Britain and Ireland – created by the formal incorporation of Ireland in 1800 – emerged as the dominant European power. This course studies the creation of the British Imperial Isles and how the peoples of Britain became 'imperial' peoples who were transformed by the experiences of empire.

HST 340. Special Topics in European History: Renaissance Florence: (Winter; Sargent). An in-depth examination of the economic, social, political, religious, and intellectual history of Renaissance Florence from the Black Death (1348) to Machiavelli (d. 1527). Topics will include the entrepreneurship of Francesco Datini, the Ciompi Revolt, the position of women, the rise of the Medici, palace building, Savonarola's "bonfire of the vanities," humanism, Ficino's revival of Platonism, Pico's *Oration on Human Dignity*, and Machiavelli's *Prince*.

HST-361. The British Empire: (Not offered 2011-12). How did the peoples of two windswept, rainy islands – Britain and Ireland – off the northwest corner of Europe create the world's greatest modern empire? This course analyzes the process of empire-building in the eighteenth and nineteenth centuries, the interaction with and impact on the colonial peoples of North America, Asia, and Africa, and the "end" of empire in the twentieth century. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-362. "Black Britain:" Race and Ethnicity in British History (Not offered 2011-12). With the collapse of the British Empire, the rise of nationalist parties in Scotland and Wales, and post-war migration, Britain suffers from an identity crisis. What is British history and what does it mean to be British? Through an analysis of history, literature, sit-coms, and film, this course explores the multi-ethnic British past and how widespread

ignorance of that past fuels racism in Britain today and shapes the struggles that define Britishness. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-363. Women in British History (Winter; Cramsie). This course is built around a changing collection of case studies that examine women's lives in Britain, Ireland, and the Empire. It studies traditional topics like patriarchy, marriage and family, and sexuality, but also explores women as political actors, intellectuals, spiritual beings, workers, and professionals. The course format emphasizes the creative and critical examination of topics through active reading and discussion. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-364. British Cinema: From Music Halls to Multiplexes. (Not offered 2011-12). What films come to mind when you see the words "British Cinema"? Alfred Hitchcock's *39 Steps* or Carol Reed's classic film noir *The Third Man*? Fabulous historical epics like *Zulu*, *Elizabeth*, or *Braveheart*? Comedies from *The Ladykillers* to the unclothed Sheffield steelworkers of *The Full Monty*? The tale of football of multicultural Britain that is *Bend It Like Beckham*? This course will study the historical development of British cinema, tracing its roots from music halls at the turn of century to the multiplexes of a globalized culture dominated by Hollywood. We will also explore the different types and genres of film to be found in British cinema: realism and expressionism, cinema as national popular culture, humor and horror, constructions of Britishness, film as an ideological medium, films that pushed the boundaries of sex and orientation, epics, and imperial and post-colonial themes that played out on the screen. By the end of this course you will understand the complex and diverse character of British cinema through the analysis of actual films and engagement with critical studies of them. This is a course for advanced students taught in an intensive seminar format; you will be expected to view films outside of class time.

HST-431. Seminar in European History: The Discovery of Britain 1500-1800 (Spring; Cramsie) The broad topic of this seminar is the "discovery" of early-modern Britain and its people. When we think of discovery in that period, what comes to mind are often images of intrepid explorers pushing the boundaries of geography and scientific knowledge, merchants eager to tap the exotic wealth of "the East," or religious fanatics bent on the conquest of bodies and souls in the Americas. Yet for the peoples of Britain their own island was an undiscovered country in 1500. Only a tiny number of people could claim to have seen some or all of the country outside their own valley or village. By contrast, travel and tourism were commonplace in Britain in 1800. What was the experience like for those British men and women who explored the undiscovered country at home in the three hundred years between? What did they have to say about the people and places they encountered? How did their works "construct" their fellow inhabitants? In this seminar you will learn methods of inquiry that can be applied to answer such questions, conduct original research using early-printed books and manuscript travel narratives, and complete both a research paper and make an oral presentation of your findings.

Courses in Latin American and Caribbean History

HST-171. Europe and the Americas in the Era of Columbus (Fall; McIntyre). A study of the relationship of Spain and Portugal with Africa, Asia, and the Americas from the early fifteenth through the late eighteenth centuries. The course examines the early civilizations of Africa, Europe, and the Americas in the era before the voyage of Columbus and the interaction among these three worlds in the centuries after the Encounter. It concludes with an examination of the cultural legacy of Africa and Europe on the indigenous societies of the Americas and the subsequent development of multicultural and multiracial independent nations. The central role of gender relations between the civilizations, the gendered conflict that characterized the era of exploration, and the role of masculinity are all examined. *GenEd: LCC*

HST-172. Reform and Revolution in Latin America and the Caribbean (Winter; McIntyre). Examines the political and social changes in Latin America as a result of the nineteenth and twentieth century reform and revolutionary movements, including the Unidad Popular government in Chile under Salvador Allende and its overthrow by General Pinochet and the subsequent dictatorial rule. The effect of the 1959 Cuban Revolution on Latin America; the revolutionary uprisings in Central America, in Chiapas, Mexico, and against the military government of Argentina form other key areas of examination. The course places special emphasis on the intersection of gender, race and class conflicts and movements, with particular attention to the role of emerging feminist movements. *GenEd: LCC*

HST-270. History of Latin American Popular Culture (Not offered 2011-12). This course examines the history of Latin America and the Caribbean in the 19th and 20th centuries. Our "texts" for this course are novels, political cartoons, movies, TV shows and music, along with traditional history books. The course seeks to examine the way that Latin American societies have depicted themselves in the popular media, the way that the United States has viewed and absorbed Latin American culture, and the ways that historians have sought to explain the transformations in various countries by examining popular culture. Since Latin American and Caribbean cultures are so closely linked to the United States, and because an increasing number of U.S. citizens are of Latino descent, this course offers valuable insights into the transformations occurring in US culture. *GenEd: LCC*

HST-271. History of Mexico (Winter; McIntyre). Mexican civilization from its origins to the present — ancient Maya and Aztec cultures; the Spanish conquest; colonial society; the independence wars; Mexico in the nineteenth and twentieth centuries, especially the Mexican Revolution; and

current cultural, social, and economic issues, including the Zapatista rebellion, NAFTA, and the changing nature of the borderlands region between Mexico and the USA. *GenEd: LCC*

HST-272. History of Brazil (Not offered 2011-12). This is a survey interpretation of Brazilian history from the days of Portuguese expansion to the present, including the contrast between the urban and rural areas, the Atlantic slave trade, slavery and the resistance to it, the plantation system and post-abolition race relations, the destruction of the rainforest, the emergence of democratic structures in modern Brazil, and the rise of Brazil as a 21st century economic powerhouse. *GenEd: LCC*

HST-273. History of the Caribbean and Central America (Not offered 2011-12). This course covers the history of the Caribbean and Central America from pre-colonial times to the present. It includes a survey of the impact of both extinct and enduring indigenous cultures, the rivalries among Spanish, Dutch, French, and British powers for control of the Caribbean, and the history of slavery, the plantation system, rebellions and revolutions against enslavement, colonialism, and modern imperialism. The course ends with the early 21st-century struggles for self-determinism among the nations of the region. *GenEd: LCC*

HST-274. Social and Political Movements in Latin America (Not offered 2011-12). This course examines the history of recent social movements in Latin America. We will explore a variety of issues including democracy, racism, class, gender and ethnic divisions, human rights, globalization and popular movements. Rather than viewing Latin America from a North American point of view, we will examine how Latin Americans see themselves and how their culture, economics, and politics have developed in different directions than other parts of the world, especially the United States and Europe. While social movements have at times erupted into full fledged revolutionary upheavals, more often Latin American struggles have been ongoing, such as factory occupations, land seizures, and demonstrations for gender equality, workers' rights, indigenous autonomy, protection of the environment, and students' rights. *GenEd: LCC*

HST-370. Special Topics in Latin American History (Not offered 2011-12). Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-372. History of Latin American Women (Not offered 2011-12). The changing roles of women in Latin America from the colonial period to the present. The course aims to understand the transformations that have occurred in women's history and the impact of colonialism, imperialism, economic development, and political change on women's work, the sexual division of labor, and male-female relations. The course also seeks to understand the intersection of gender with race, class, and national divisions within societies. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-471. Seminar in Latin America: Individual in Latin America (Not offered 2011-12). This seminar examines the role of the individual in the making of Latin American history. The intention of this course is to study both the individual and the historical context that produced the individual and the actions she or he chose to make. Some of these women and men are well-known, while others are ordinary people who distinguished themselves and made their way into the recorded account. Students will produce a seminar paper examining the life and historical background of an individual. *GenEd: LCC*

Courses in United States History

HST-101. History of the United States to the Civil War (Not offered 2011-12). Political, economic, and social developments in the colonial and early national periods.

HST-102. History of the United States Since the Civil War (Not offered 2011-12). Political, economic, and social developments: continuity and change in modern America.

HST-113. The Origins of American Society (Spring; Aslakson). The evolution of American society from its 17th-century origins through the aftermath of the Revolution.

HST-114. The American Revolution (Not offered 2011-2012). The causes and consequences of the American Revolution (1763-1815).

HST 116. Age of Jackson (Not offered 2011-2012). An examination of the United States in the turbulent period from 1815-1845, surveying the second party system, various utopian and reform movements, the cult of domesticity, and other wrenching transformations instigated by the market revolution.

HST-118. Civil War and Reconstruction (Fall; Foroughi). An examination of the causes of the deepening sectional crisis; the political, economic, and social reasons for Southern secession; the move toward emancipation as a Northern war aim; the impact of the war on women and men, with special attention to geographic location, race, and class; and the experience of Reconstruction in the South.

HST-120. The Progressive Era and the Great War, 1890-1920 (Fall; Morris). The impact of urbanization and industrialization on the creation of the modern United States, 1890-1920.

HST-121. The Depression and New Deal (Not offered 2011-12). The years between the end of World War I and the beginning of World War II witnessed not only a dramatic contrast between the prosperity of the 1920s and the Great Depression of the 1930s, but also a fundamental reordering of America's political system forged during Franklin D. Roosevelt's New Deal. This course will examine the crisis and transformation of the American economy and political system during the 1920s and 1930s, and their impact on Americans of all walks of life.

HST-123. Postwar America and the Origins of the Cold War (Spring; Morris). The stand-off between the United States and the Soviet Union permeated the politics and culture of the United States from the end of the Second World War through the early 1960s. This course will explore the origins of the Cold War, the terms on which it was fought, and the degree to which it imposed a political and cultural "consensus" on the United States.

HST-125. Coming Apart?: America in the Sixties (Fall; Feffer). A study of the breakdown of political and cultural consensus between 1956 and 1974. We will examine the degree to which counter-cultural and racial politics of the period successfully challenged the dominant political culture on issues of war, race, and gender.

HST-126. Since Yesterday: United States History, 1974-2000 (Spring; Feffer). If the United States "came apart" in the 1960s, did it come back together in the 1970s and 1980s, or something else? This course looks at the emergence of new social movements (e.g., the women's and environmentalist movements), the rise of the "new right," the Reagan "revolution" in domestic policy, and American foreign policy from the fall of Saigon to the collapse of the Soviet Bloc.

HST-127. America in the Vietnam War (Not offered 2011-12). This course examines America's involvement in what would become the Vietnam War from 1945 to 1975. It explains why Americans tried so hard for so long to stop the spread of Communism in Indochina and why they ultimately failed. As the course progresses, its focus moves from the "high policy" of diplomatic and military strategy to the experiences of ordinary people on all sides of the conflict.

HST-128. The American Jewish Experience (Winter; Berk). Jews arrived in Britain's American colonies in 1654. In the space of 350 years their numbers increased dramatically and they made significant contributions to a plethora of areas in American society. Jews and Judaism also experienced significant changes through the encounter with the United States. But for all the gains in status and achievement, there are those who speak of a problematic future for American Jewry.

HST-129. History of Sports in America (Fall; Brennan). Fields of battle (military, political, economic, and social) generally characterize the teaching of American history. Throughout times of conflict, however, it has often been the fields of American sport which have provided distraction, respite, and relief from these struggles. Meanwhile during times of peace, the fields of sport have contributed more than leisure and entertainment; they have reflected the American people's lives, hopes and dreams. Sport, in other words, has been and continues to be an active mediator in America's life, and a lens through which we can examine the broader contexts of American history.

HST-131. African-American History I (Not offered 2011-2012). The purpose of this course is to help you better understand both the role of race and slavery in early American history and the contributions of African-Americans to society and culture in America before 1877. The course will examine the lives of black Americans, enslaved and free, from the arrival of the first Africans in the New World through Reconstruction. It will also address more abstract ideas about cultural and "racial" differences. Throughout this course, you will be asked to consider the question "which came first, racism or slavery?" *GenEd: LCC*

HST-132. African-American History II (Winter; Aslakson). This course covers the Black experience in America from the end of the Civil War until the present day. It will generally proceed chronologically, but there may be some overlap as it tries to cover certain themes, such as culture, oppression, resistance, and identity. Throughout the course students will be asked to consider the question to what extent is the African-American experience unique and to what extent is it representative of the "American" experience. *GenEd: LCC*

HST-135. Latinos(as) in U.S. History (Not offered 2011-12). The Spanish exploration of the Southwest and West; the changes in all areas of the U.S. through major waves of immigration from Latin America and the Caribbean. *GenEd: LCC*

HST-211. American Indian History (Spring; Foroughi). An overview of the diverse experiences and histories of the native peoples of North America in the last five centuries. Particular attention will be paid to native peoples' various strategies to respond to change and challenges to native autonomy and communities.

HST-212. Women in Colonial and Victorian America (Not offered 2011-12). An examination of changing gender roles from 1600 to 1890. Topics include work, family, civil and legal identity, and the impact of race, class, and geographic location on women's experiences.

HST-213. Women in Modern America (Not offered 2011-12). An examination of changing gender roles from 1890 to the present. Topics include the evolution of feminism, and the impact of race and class on women's experiences.

HST-215. Revolutions in Americans' Lives (Not offered 2011-12). Major changes in American population patterns will be examined. The effect of these changes on individuals, their families, and American society and history will also be explored.

HST-216. The Writing and Ratification of the Constitution (Not offered 2011-12). A study of the major influences on the US Constitution, how it was written, and how it was adopted.

HST-217. American Folk Music/American History (Not offered 2011-12). From “Amazing Grace” to “Blowin’ in the Wind,” Americans have composed and sung songs about what matters in their lives. The course will examine folk songs, both famous and obscure, to show their history and historical meaning.

HST-218. Death in America (Not offered 2011-12). The history of American attitudes, experiences, and practices concerning death from the Puritans to the present.

HST-221. Popular Culture and American History (Not offered 2011-12). The popular arts and entertainments of the late nineteenth and twentieth centuries are placed in historical context and studied as a means to rediscover the intellectual and emotional life of ordinary Americans.

HST-222. Other Voices: Women in the History of American Ideas (Not offered 2011-2012). The contribution of women to the development of American intellectual and cultural life, from Charlotte Perkins Gilman to Angela Davis.

HST-223. Twentieth Century American Intellectual History (Not offered 2011-12). An overview of the major social and political issues that shaped and unshaped American liberal thought from John Dewey to Andrea Dworkin.

HST-224. Introduction to Public History (Fall; Lawson). This course will provide an overview of public history, defined as the presentation of history to a general public audience. Students will learn the theory, methods, and practice of public history in its various dimensions, including museums, monuments, historic sites, and films; they will explore the controversies that emerge in public history settings, including the battle over the Enola Gay, the Holocaust Museum, and commemorations of September 11th; and they will engage in a public history project in the Schenectady area.

HST-225. American Environmental History (Not offered 2011-12). This course aims to give students the knowledge and the tools to think critically about how history has shaped the present state of the earth and human relationships with it. It focuses on the history of man’s interaction with nature on the North American continent, with a particular focus on the area that would become the United States, from pre-colonial times until the present. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-226. A Novel View of US History (Winter; Brennan). This course will examine the broad scope of American history from colonial times to the present as it has been revealed in American literature and novels. Employing principally primary source literature, the course will introduce students not only to American history but to an understanding of important events and developments as comprehended by those who experienced those events or who were contemporary interpreters of those events. Supplemented by lectures on the facts of historical events, primary source works will be used to re-introduce personality and complexity to the historical context in order to stimulate student understanding of the American experience. Students will be encouraged to analyze and examine the variety of outlooks that propel history, while also learning an appreciation for the value and potential of personal scrutiny, insight, and perspective. Primarily driven by readings and discussion, lectures will be used to supplement and place the readings in historical context; however, the focus will be on reading, analysis, comprehension, and communication.

HST-227. Oral History (Spring; Lawson). This course is an introduction to the theories, practice, and uses of Oral History. Students will learn theories of memory and perspective as they relate to oral history, listen to and watch audio and visual oral history interview, read and analyze published works grounded in oral histories, discuss the ethical and legal issues surrounding oral history, and learn how to perform, record, and edit an oral history interview. Students will spend a significant portion of their time working on individual projects wherein they will conduct and interpret oral history interviews and write an essay based on that work.

HST-231. The Civil Rights Movement (Not offered 2011-12). A survey of the civil rights movement, assessing the early campaigns of the 1940s, the development of black grassroots organizations in the 1950s and 1960s, and the impact of black nationalist consciousness in the late 1960s and early 70s. *GenEd: LCC*

HST-310. Special Topics in United States History (Not offered 2011-12). Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-311. Frontiers in the Americas (Not offered 2011-12). Analyzes the concept of “frontier” as it applies to Canada, Latin America, and the United States prior to 1900. Examines the geographic context of frontier, as well as how various groups of people experience the frontier process. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-312. History of Women’s Rights in the United States (Not offered 2011-12). This course examines major themes in the study of women’s rights in the United States. Topics include constitutional and legal rights changes over time; the interplay of gender with race, class, and sexuality involved in “rights” movements since the nineteenth century; and current controversies over women’s rights. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-315. Race and Constitution (Fall; Aslakson). One purpose of this course is to help you better understand the role of race in the legal, constitutional, and political history of the United States. Issues regarding race and slavery have been a constant source of constitutional debate (in one way or another) from the drafting of the Constitution until the present day. Focusing on racial issues, this course examines the historical context in which the Constitution of the United States was drafted and ratified and explores the various methods by which its meaning has changed since 1787. Therefore, it is course about both race in America as well as the Constitution and Constitutional interpretation.

HST-322. Slavery and Freedom (Not offered 2011-12). Examines major themes in the historiography of American slavery. Topics include the relationship between racism and the growth of slave labor, the development of African American slave culture, the nature of the enslaved family, and the transition from slavery to freedom. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

HST-323. Race and Revolution (Not offered 2011-12). This course examines the American Revolution and the Haitian Revolution. With regard to the former, it addresses the “Jefferson question” – that is, how could the author of the Declaration of Independence be the owner of over 200 slaves. Therefore, it deals with competing interpretations in the Early American Republic of the Ideology of “liberty” and “equality.” Next, the course delves into the far more radical Haitian Revolution, the only successful slave revolution in history. It will deal with the influences of the American and French revolutions on the French New World colony of St. Domingue that made the Haitian revolution possible. Finally, the course examines the impact of the Haitian Revolution on slavery and the anti-slavery movement in the United States. *GenEd: LCC*

HST-324. Race in American Memory (Not offered 2011-12). “The struggle of man against power,” wrote Milan Kundera, “is the struggle of memory against forgetting.” This course will examine that struggle as it has taken place in the United States around the issue of race. How have Americans as a nation chosen to remember events that involved race? How and by whom were these collective memories constructed? In what ways were they contested? How have they changed over time? We will explore these issues focusing on such phenomena as Indian removal, slavery, the Civil War, Jim Crow, Japanese internment and World War II, and the Civil Rights movement, examining depictions in public history and popular cultural forms, including memorials, museums, battlefields, literature, and film. *Gen Ed: LCC*

HST-331. Representing America: United States History in Film (Not offered 2011-12). This course compares the representation of American history in Hollywood film with the reconstruction of our past by scholars. Each week students will critically examine the historically-based films of D. W. Griffith, John Ford, Frank Capra, and others. Prerequisite: any 100-level or 200-level history course or permission of the instructor

HST-332. Transnational America (Not offered 2011-12). The United States is now the center of global production, yet it is also swept by the forces of international cultural change. How did we reach that position and what consequences does it have for our national integrity, our identity as Americans, our way of life, and our relationship to other nations and peoples? Students read recent literature on the history of transnationality and globalism as it has affected the economy, ethnic identity, cultural production (in literature and film), and international relations of the United States in the twentieth century. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-333. Hollywood Film (Spring; Feffer). In studying the history of Hollywood film, then, we will study one of the most important elements of American culture as seen at home and from abroad. Our objectives in this course will be to get behind the clichés and platitudes about the Hollywood experience to its more complex and substantive history. We will learn the basic chronology of American dramatic film history, the tools of historical film research and some of the methods of technical film analysis. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-336. The Roosevelt Era (Fall; Morris). This course will focus on major interpretive issues that surround the presidency of Franklin Delano Roosevelt. We will study how historians have disagreed, over time, on issues such as: Was FDR a raving radical or the best friend of big business? Was the New Deal a good deal or a raw deal for African Americans? Was World War Two a “good war”? Could FDR’s administration have done more to prevent the Holocaust? This is a reading-intensive, discussion-centered class that requires active student engagement.

HST-411. Seminar in US History: History of New York City (Winter; Feffer). Larger than many states, with an economy that exceeds that of many small nations the City of New York has occupied the center of American financial, cultural, and political life since the Civil War. This course will trace the history of New York City from the early 19th century to the end of the 20th, as it rose to become the preeminent urban center of the United States and, for some, the world. We will look at the city’s political, social, and cultural history in all its dimensions, including its service as the primary port of disembarkation for European immigrants, its role as a cultural capital and its history as a center of political dissent.

HST-412. Seminar in US History: The Old South (Spring; Aslakson). This class examines the history of the Old South, focusing on the period from 1800 to 1861. The lectures and readings cover a variety of topics, including myths and facts about southern society and culture, slavery and the strengthening of southern distinctiveness, and political events that eventually led to the creation of a separate (short-lived) southern nation in 1861.

HST-413. Seminar in US History: American Disasters (Not offered 2011-12). This research seminar will examine the American experience with disasters over the course of the past three centuries. We will study how natural and technological disasters have impacted American society in different eras; how explanations for the cause of disasters have changed over time; how factors such as race and class have influenced vulnerability to disaster; and how charitable and governmental responses to disaster have evolved over the course of American history.

Courses in Special Topics

Global History

HST-105. Comparative Global History to 1800. (Winter; Sargent). Provides a “bird’s-eye” view of human history from the emergence of human “civilization” in the Fertile Crescent to the European conquest of the Americas. Surveys the comparative development of the world’s continents, regions, and empires and investigates how expansion of the “human web” facilitated both cooperation and conflict among the world’s peoples. Pays particular attention to environmental and ecological determinism, the influence of technology on economic growth, the rise of “portable” religions, and the interaction of culture and politics.

HST 138. Big History (Fall; Walker). An exploration of the past from the big bang to the present, dividing the history of the universe, earth, life, and humanity into periods using very large scales of time.

History of Science, Technology, and Medicine

HST-193. Science, Medicine, and Technology in Culture (Not offered 2011-12). A foundation course based on case studies ordered chronologically from prehistory to the present. Each of the sciences (biology, chemistry, computer science, geology, mathematics and physics) and branches of engineering (computer, electrical, and mechanical engineering) will be represented.

HST-242. The Scientific Revolution, 1400-1700 (Fall; Richmond). An examination of the fundamental reorientation in the study of nature that gave rise to modern science. Special attention is given to the contributions of Copernicus, Galileo, Descartes, and Newton.

HST-253. Physics and Politics (Same as PHY-053). (Not offered 2011-12). An introduction to some of the most important developments during the twentieth century in modern physics, the theory of relativity, quantum mechanics, and nuclear physics, set in a comparative context of the capitalist democratic United States, fascist National Socialist Germany, and the communist Soviet Union. Along with explanations of how the science works, this course will examine how the political, social, and ideological context can influence science and scientists. *GenEd: SCIE*

HST-256 (353). Modern European Ideas (Not offered 2011-12). This course will survey important ideas in modern European history, including the writings of Jean Jacques Rousseau, Karl Marx, Charles Darwin, Friedrich Nietzsche, Sigmund Freud, Albert Einstein, Jean-Paul Sartre, Simone de Beauvoir, and Michel Foucault.

HST-291. Construction for Humanity (Winter; Ghaly). An interdisciplinary introduction to the technology of construction and the social uses of building by humans. The course considers types of building materials and their application to domestic housing, castles, cathedrals, palaces, monuments, dams, bridges, tunnels, and skyscrapers. *GenEd: SCIE*

HST 292. History of Computing. (Same as CSC-080) (Fall; Webb). A survey of tools for computation, from number systems and the abacus to contemporary digital computers. The course focuses on the development of modern electronic computers from ENIAC to the present. Study of hardware, software, and the societal effects of computing.

Public History

HST-221. Popular Culture and American History (Not offered 2011-2012). The popular arts and entertainments of the late nineteenth and twentieth centuries are placed in historical context and studied as a means to rediscover the intellectual and emotional life of ordinary Americans.

HST-224. Introduction to Public History (Fall; Lawson). This course will provide an overview of public history, defined as the presentation of history to a general public audience. Students will learn the theory, methods, and practice of public history in its various dimensions, including museums, monuments, historic sites, and films; they will explore the controversies that emerge in public history settings, including the battle over the Enola Gay, the Holocaust Museum, and commemorations of September 11th; and they will engage in a public history project in the Schenectady area.

HST-227. Oral History (Spring; Lawson). This course is an introduction to the theories, practice, and uses of Oral History. Students will learn theories of memory and perspective as they relate to oral history, listen to and watch audio and visual oral history interview, read and analyze published works grounded in oral histories, discuss the ethical and legal issues surrounding oral history, and learn how to perform, record, and edit an oral history interview. Students will spend a significant portion of their time working on individual projects wherein they will conduct and interpret oral history interviews and write an essay based on that work.

HST-265. The Museum: Theory and Practice (Same as ANT-265) (Spring; Foroughi). The historical and contemporary role of the museum is examined through course work and a student internship at the Schenectady Museum. Seminar and essay topics include issues in interpretation and the representation of culture, public history debates, intellectual property rights, and exhibit design. Field trips to local museums included.

Religion

HST-203. Judaism/Christianity/Islam (Same as REL-203) (Spring; Bedford). This course offers a comparative approach to Judaism, Christianity and Islam, three closely related religious traditions. It attempts to draw out commonalities among and differences between these traditions by focusing on their histories, their understandings of God, revelation and tradition, religion and society, and responses to social and political change.

HST-240. The Crusades: Christianity and Islam in Conflict (Fall; Sargent). The conquest of Jerusalem and the Holy Land by knights from western Europe and the response of the region's Muslims, 1096-1291. Special attention is given to the development of a crusading spirit and its corruption under the influence of religious, political, and economic expediency and personal greed.

HST-241. Mystics, Magic, and Witchcraft in Medieval and Early Modern Europe (Spring; Sargent). A survey of learned and popular beliefs about the influence of supernatural and occult powers on individuals and society.

HST-245. Occult Sciences and Societies (Not offered 2011-12). Surveys the rise of occult sciences, such as ritual magic, astrology, and alchemy, and the influence of real and imagined secret societies dedicated to the preservation and transmission of such esoteric knowledge. Examines the legends associated with the suppression of the Templars in fourteenth-century France, and the revival of Platonism, Jewish Kabbalah, and pseudo-Egyptian Hermeticism in Renaissance Italy. Considers the dissemination of such ideas throughout early-modern Europe, the alchemical theories of Paracelsus and Isaac Newton, and the imagined societies of esoteric utopias. Concludes with the rise of Rosicrucianism, Freemasonry, and the Bavarian Illuminati and their possible influence on the French Revolution.

Women's and Gender History

HST-212. Women in Colonial and Victorian America (Not offered 2011-12). An examination of changing gender roles from 1600 to 1890. Topics include work, family, civil and legal identity, and the impact of race, class, and geographic location on women's experiences.

HST-213. Women in Modern America (Not offered 2011-12). An examination of changing gender roles from 1890 to the present. Topics include the evolution of feminism, and the impact of race and class on women's experiences.

HST-222. Other Voices: Women in the History of American Ideas (Not offered 2011-2012). The contribution of women to the development of American intellectual and cultural life, from Charlotte Perkins Gilman to Angela Davis.

HST-267. The Tudor and Stewart Queens. (Not offered 2011-12). The radical Protestant John Knox published a tract in 1558 denouncing what he called the 'monstrous regiment of women'. He had in mind three women who dominated the political scene: Queen Mary I of England (Henry VIII's Catholic daughter) Marie of Guise (widow and queen regent of the deceased James V of Scotland); and young Mary Queen of Scots, betrothed to the future king of Catholic France. Knox had the spectacularly bad luck to publish his attack on queenship at the moment when Mary I died and her Protestant sister Elizabeth ascended the throne, a queen mighty in defense of her authority and with a temper to match her illustrious father Henry VIII. These women defined British History after 1550. Looking back on these years, Francis Bacon wrote of the 'strange perturbations' of England, having been ruled by a boy king (Edward VI) and two women before finally again seeing on the throne a proper adult male, James VI of Scotland – with nice irony, Mary Queen of Scots' son. This course explores the lives of these Tudor and Stewart queens and analyzes the intersections of gender, authority, and religious zeal that defined their age.

HST-284. Women in China and Japan: Power and Limitations (Not offered 2011-12). A comparative look at how the societies of China and Japan shaped the various roles assumed by women in these two cultures, as well as the evolution of those roles over time. *GenEd: LCC*

HST-286. Women in South Asia: (Not offered 2011-12). To explore women in the South Asia, particularly in India, Pakistan, and Bangladesh. We will study traditional topics like patriarchy, marriage and family, gender and sexuality, but also explore women as political actors, intellectuals, and professionals. The perspective will enable us to focus on the social and political dynamics of South Asia, as well as the daily activities of ordinary Asian women. We shall move from there to a discussion of the position of women in South Asia, and particularly India, looking at a diverse and wide array of texts. *GenEd; LCC*

HST-312. History of Women's Rights in the United States (Not offered 2011-12). This course examines major themes in the study of women's rights in the United States. Topics include constitutional and legal rights changes over time; the interplay of gender with race, class, and sexuality involved in "rights" movements since the nineteenth century; and current controversies over women's rights. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-363. Women in British History (Winter; Cramsie). This course is built around a changing collection of case studies that examine women's lives in Britain, Ireland, and the Empire. It studies traditional topics like patriarchy, marriage and family, and sexuality, but also explores women as political actors, intellectuals, spiritual beings, workers, and professionals. The course format emphasizes the creative and critical examination of topics through active reading and discussion. Prerequisite: any 100-level or 200-level history course or permission of the instructor.

HST-372. History of Latin American Women (Not offered 2011-12). The changing roles of women in Latin America from the colonial period to the present. The course aims to understand the transformations that have occurred in women's history and the impact of colonialism, imperialism,

economic development, and political change on women's work, the sexual division of labor, and male-female relations. The course also seeks to understand the intersection of gender with race, class, and national divisions within societies. Prerequisite: any 100-level or 200-level history course or permission of the instructor. *GenEd: LCC*

Independent Study and Senior Projects

HST-295H-296H. History Honors Independent Project 1 & 2 (Fall, Winter, Spring).

HST-490-493 . Independent Study in History (Fall, Winter, Spring).

HST-498-499 . Senior Project in History (Fall, Winter, Spring).