

# History

## CHAIR Daileader

PROFESSORS **Abdalla, Ely** (Kenan Professor), **Grasso** (Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), **Hoak** (Chancellor Professor), **Hoffman** (Director, Omohundro Institute of Early American History and Culture and Pullen Professor), **Homza** (Class of 2006 Professor), **Lane, Nelson** (Legum Professor), **R. Price** (Dittman Professor), **Rafeq** (Bickers Professor), **Sheriff, Strikwerda** (Dean of Faculty of Arts and Sciences), and Whittenburg. VISITING DISTINGUISHED PROFESSORS **Engs** (James Pinckney Harrison Chair) and **Isaac** (Distinguished Professor of American History and Public Policy, National Institute of American History). ASSOCIATE PROFESSORS **Bossenga, C. Brown, Canning, Corney, Hahamovitch, Koloski** (Director of the Wendy and Emery Reves Center for International Studies), **McGovern, Meyer** (Class of 1964 Distinguished Associate Professor of History and American Studies), **Phillips** (Dean for Educational Policy and Cummings Professor and Cummings Professor), **Schechter** (Margaret Hamilton Professor), **Wulf** (Book Review Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), and **Zutshi**. VISITING ASSOCIATE PROFESSORS **Huyck** (Visiting Associate Professor, Sharpe Program), and **Lounsbury**. ASSISTANT PROFESSORS **Benes, Fisher, Kitamura, Konefal, LaFleur, Levitan, Mapp, Rushforth, and Vinson**. VISITING ASSISTANT PROFESSORS, **Allegro, Allen, Frusetta, Hanna** (Visiting NEH Fellow of Omohundro Institute of Early American History and Culture), **McCarthy, Kern** (Director of the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies), **Richter, and Wells**. LECTURERS **M. Brown** (Director, Archaeological Excavation and Conservations Department, Colonial Williamsburg Foundation), **Carson** (Vice President of Research, Colonial Williamsburg Foundation), **Han, Hardy** (Director of Special Collections, Swem Library), **Hobson** (Editor, John Marshall Papers), **Horn** (Vice President of Research and Abby and George O'Neill Director of the John D. Rockefeller Jr. Library), **Kelly** (Historian, Department of Historical Research, Research Division, Colonial Williamsburg Foundation), **Kelso** (Director of Archaeology, Association for the Preservation of Virginia Antiquities), **Teute** (Editor of Publications, Omohundro Institute of Early American History and Culture), and **Walsh** (Historian, Department of Historical Research, Research Division, Colonial Williamsburg Foundation).

## Requirements for Major

### Required Credit Hours: 33

**Major Computing Requirement:** Students may satisfy the undergraduate computing requirement for history by (1) attaining a C or better in a History course designated by the Department (for a list of courses that satisfy the department's computing requirement, check the department website or contact the Department of History Office) or (2) attaining a C or better in Computer Science 131 (Concepts in Computer Science), 141 (Introduction to Computer Science), or a more advanced course in Computer Science.

**Major Writing Requirement:** Satisfactory completion of the department's colloquium requirement also satisfies the undergraduate writing requirement in history. Colloquia and seminars provide students with a series of opportunities to practice their writing.

**Core Requirements:** Majors in history require 33 semester credits in history, including both History 121 and 122, an upper-level colloquium (designated with a "C"), the computing requirement (see above), either History 111 or 112, and one non-Western historical survey, which may be selected from History 131, 132, 141, 142, 161, 171, 172, 181 or 182. Of these 33 semester credits in history, at least 15 must be taken in residence at the College, and no more than six of the remaining 18 semester credits may be Advanced Placement (AP) credit. The department strongly recommends that majors finish their survey requirements — History 121-122, either History 111 or 112, and a non-Western survey — in their first and second years at the College. Students are advised not to limit their junior and senior year classes to courses focused only on the history of a single nation. Majors must also take an upper-level class designated as a seminar or colloquium, with a "C" after the normal number (e.g., 490C). Each colloquium is a small, writing-intensive seminar: such courses may ask students to conduct original research in primary sources, examine historiography or methodology, and examine broader or narrower topics, problems or periods. All history majors must earn a C or better in their colloquium to fulfill the requirement. Students usually

enroll in a colloquium in the junior or senior year. Individuals who intend to write an Honors thesis in History are encouraged to take the colloquium in their junior year, in order to gain desirable writing and research experience. Foreign languages are recommended for students planning to major in history, especially if they plan to enter graduate programs in the discipline. Students must have a 3.0 cumulative grade point average in order to pursue independent study in history.

## Requirements for Minor

### Required Credit Hours: 18

**Core Requirements:** A minor in history requires 18 semester credits in history, at least six hours of which must be taken at the 300-400 level. A minimum of 9 of the 18 credits needed for a minor in history must be earned at William and Mary, and no more than six of the remaining nine credits may be Advanced Placement (AP) credits.

## Description of Courses

### 111,112. History of Europe.

(GER 4A) Fall and Spring (3,3) Staff.

An introduction to Western civilization with emphasis on European political, economic, social and cultural developments and their influence in shaping our contemporary world. Students will be encouraged to examine fundamental trends and the uses of the historical method. First semester, the ancient world to 1715; second semester, 1715 to the present.

### 121,122. American History.

(GER 4A) Fall and Spring (3,3) Staff.

An introduction to the history of the United States from its origins to the present. First semester topics include the development of the American colonies and their institutions, the Revolution, the creation of the federal union, the people of America, the Civil War and Reconstruction. Second semester topics include major political, social and economic developments since 1877, overseas expansion, the two world wars, the Cold War, and the post-Cold War era.

### 131,132. Survey of Latin American History.

(GER 4B) Fall and Spring (3,3) Konefal, Lane, Staff.

The development of Latin America from Pre-Columbian times to the present. Emphasis in the first semester is on the interaction of European, Indian and African elements in colonial society to 1824. The second semester stresses the struggle for social justice, political stability and economic development from 1824 to the present.

### 141,142. Survey of East Asian Civilization.

(GER 4B) Fall and Spring (3, 3) Canning, Han.

An introduction to the political, social and cultural history of East Asia. First semester: East Asia to 1600; second semester: East Asia from 1600 to the present.

### 150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

A course designed to introduce freshmen to the study of history. Sections with a "W" designation enable students to fulfill the Lower-Division Writing Requirement. These courses may be repeated for credit if there is no duplication of topic. Priority given to freshmen.

### Topics for Fall 2008:

#### The Nile: History of a River. Abdalla.

An examination of the long, complex, and changing cultural, economic and political developments in Northeast Africa stimulated by and associated with this great river. This course satisfies the Freshman Writing Requirement. Priority given to freshmen.

**Native Americans and the Environment.** *Fisher.*

This course begins with a critical examination of the “Ecological Indian,” or the image of American Indians as indigenous environmentalists, focusing on its mythic and historic dimensions as well as its implications for contemporary Native Americans. The course then explores various topics in Indian environmental history, including natural resource conflicts, sacred sites, environmental racism, and tribal economic development.

**Iron Guard: Nationalism, Christianity, and Fascism in Romania.** *Frusetta.*

How did fascism emerge in Romania, what was its vision of the future, and why did its adherents drink blood and wear bags of soil around their necks? This class explores the religious, political and cultural backdrop to the emergence of the Iron Guard, the ideology expressed by the Guard, and its outcomes – anti-Semitic pogroms and anti-state terrorism. The course will also consider discrete and practical issues in how historians approach history, from locating sources to framing questions to placing in a cultural context why these men saw themselves as sent by God but doomed to Hell.

**Historians in Action: Maggie Walker’s Bank.** *Huyck.*

This course will research the history, preservation needs and interpretive approaches to the St. Luke Bank of Richmond, once the organizational headquarters of the Independent Order of St. Luke, an African American mutual aid society. Topics will include the life and times of entrepreneur Maggie Walker, the first American woman to charter a bank. The class will develop strategies for the protection and presentation of this building. This course is designed for Sharpe Community Scholars but will be opened to other students as space allows.

**The CIA and American Society, 1947-2003.** *McCarthy.*

This course explores the history of the Central Intelligence Agency (CIA) from its inception in 1947 to the aftermath of September 11, 2001. Topics include the CIA’s role in foreign relations and portrayals of the Agency in American popular culture. Students will evaluate espionage films, memoirs of former CIA officers, and recent historical scholarship on the CIA.

**The Revolution in Virginia.** *Whittenburg.*

This course examines the era of the American Revolution in Virginia, beginning with the origins of the struggle in the colonial period through the War for Independence and the revolutionary settlement afterwards. Most class sessions will take place, in whole or in part, at historic sites, museums, or archaeological excavations. If you have ANY questions about the peculiar nature of this class, contact Professor Whittenburg before you register for it. This course fulfills the department’s computing requirement.

**Topics for Spring 2009:**

See Current Listing in History Department Office and on the History Website at [www.wm.edu/history](http://www.wm.edu/history).

**161. History of South Asia.**

(GER 4B) Fall and Spring (3,3) *Zutshi, Staff.*

Drawing on the latest multidisciplinary scholarship and visual materials on South Asia, this course examines the ancient, medieval, and modern history of the Indian Subcontinent. Themes include concepts of sovereignty, colonialism, nationalism, partition, religious identities, economic developments, and center-region disputes.

**171,172. The Modern Middle East.**

(GER 4B) Fall and Spring (3,3) *Rafeq.*

A historical review of the modern Middle East since 1500 that emphasizes the political and socio-economic changes of recent decades. Arab-Israeli conflict and the peace process as well as the Islamic revival will receive close examination. The course divides at 1800 A.D. .

**181,182. African History.**

(GER 4B) Fall and Spring (3,3) *Abdalla, La Fleur, Staff.*

A thematic approach to socio-economic and political change in Africa from early times to the present. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa’s present pressing problems. The course divides at 1800 A.D. .

**191,192. Global History.**

(GER 4B for 191; GER 4C for 192) Fall and Spring (3, 3) *Bossenga, Lane, Strikwerda, Staff.*

An introduction to the history of the world, with emphasis on major civilizations, cultural diversity, global conflict and global convergence. HIST 191: from pre-history to 1500. HIST 192: 1500 to the present.

**211,212. Topics in History.**

Fall and Spring (3,3) *Staff.*

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. (These courses may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 2008:****State Violence, Human Rights and the Politics of Remembering in Latin America.** *Konefal.*

Examines the histories of state violence in Argentina, Guatemala, and Chile and the difficult processes of reconstructing war-torn or repressive societies. Addresses questions of history and historical interpretation; links between race, class, and state violence; US influences in the region; and the difficult ethical and political questions of “truth,” responsibility, and justice

**The History of South Africa.** *Vinson.*

An introduction to the fascinating history of South Africa through topics such as the development of segregation and apartheid, black politics, culture and life, the eventually successful anti-apartheid liberation struggle and the contemporary politics of the “new” South Africa. (Cross listed with BLST 306)

**The Global Color Line: U.S. Civil Rights and the South African Anti-Apartheid Movement.** *Vinson.*

This course seeks to achieve four primary goals: 1) to expand popular conceptions of the Civil Rights movement as a series of judicial and legislative victories in the 1950s and 1960s spearheaded almost solely by Martin Luther King. We will do so by framing the movement within centuries-long black freedom struggles waged by ordinary people and grassroots organizations and; 2) to illuminate the international dimensions of the American Civil Rights movement primarily through the example of the fascinating transitional relationship between African Americans and black South Africans during the 20th century and; 3) to detail racial segregation in South Africa and to compare it with American racial segregation and; 4) to chart the development and ultimate success of the anti-apartheid movement that led to the ‘miracle’ of a democratic South Africa. Within the context of these primary themes, this course will detail why African Americans and black South Africans gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid and how these shared histories influence their relationship today in their respective post-civil rights and post-apartheid societies. A detailed examination of black freedom struggles in America and in South Africa will allow students to have a deeper understanding of how ordinary people, particularly youth, can organize successfully for meaningful change. (Cross listed with BLST 301)

**The College Girl in American History and Culture.**  
*Hasenyager.*

The College Girl in American History and Culture will examine both the history of higher education for women in the United States and the fluctuating public image and perception of “the college girl.” Education available to women in the colonial and early national periods will receive some attention, but the course will focus primarily on the century between the post-Civil War surge in college opportunities for women and the widespread reevaluation of the purpose and value of the college-educated woman in the post-World War II era. The course will be organized around a set of questions about women in a liberal arts curriculum originally designed only for men. (Cross listed with WMST 290).

**Topics for Spring 2009:**

See *Current Listing in History Department Office and on the History Website at [www.um.edu/history](http://www.um.edu/history).*

**215. The World of Thomas Jefferson.**

*Fall or Spring (3) Wells.*

An examination of the life and times of Thomas Jefferson. Topics include the world of Jefferson’s youth and the momentous issues that crystallized during the latter decades of the eighteenth century.

**216. American History & Historic Sites.**

*Fall and Spring (4,4) Whittenburg.*

American History & Historic Sites: From the American Revolution through the American Civil War. Virginia from Independence through the American Revolution. Classes meet ALL DAY at historic sites and museums. This course satisfies the department’s computing requirement. Please contact instructor for permission to enroll.

**220. Williamsburg: Colonial and Revolutionary.**

*Fall or Spring (3) Whittenburg, Richter.*

Early American history through the lens of the Williamsburg experience. Topics: politics, social structure, gender, religion, race and the economy between the “Middle Plantation” settlements of the mid-1600s through the transfer of the capital to Richmond during the Revolution.

**221,222. United States Women’s History, 1600 to the Present.**

*(GER 4A) Fall and Spring (3,3) Meyer.*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes in this course include: work, sexual/gender norms and values, women’s networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879. (Cross listed with WMST 221 and 222)

**223. Pacific War.**

*(GER 4C) Fall or Spring (3) C. Brown. (Not offered Fall 2008)*

This course examines the violent contact between Japan and the United States in the Pacific during World War II, with a comparative focus on conceptions of race, honor and national identity. The course employs primary and secondary sources, as well as films. This course satisfies the department’s computing requirement.

**224. Southern Cultures: Field Holler to NASCAR.**

*(GER 4A) Fall or Spring (3) Nelson. (Not offered Fall 2008)*

This class will explore one of the most repressive regions in the US: the Southern worlds of plantation, slave quarter, and hillbilly-hideout. How did blues and country music emerge? How did the literature of Faulkner, Ralph Ellison, and Carson McCullers grow out of the South? How did stock car racing grow out of moon shining?

**226. The American West since 1890.**

*(GER 4A) Fall or Spring (3) Fisher.*

The Trans-Mississippi West after the “closing of the frontier.” Topics include environmental change, economics, urbanization, race, class, gender, regional identity, and popular culture.

**228. The United States, 1945-1975: Society, Thought, and Culture.**

*Fall or Spring (3) McGovern.*

An exploration of the principal forces shaping the contours of American culture, society and thought in the pivotal first three decades after World War II.

**235, 236. Introduction to African American History.**

*(GER 4A) Fall and Spring (3,3) Ely, Allegro, Staff.*

A survey of African American history from the colonial period to the present. The course divides at emancipation. (Cross listed with BLST 306 and AMST 350)

**237, 238. American Indian History.**

*(GER 4B) Fall and Spring (3,3) Fisher.*

A survey of American Indian history. First semester: American Indian history in the pre-Columbian and colonial periods to 1763. Second semester: American Indian history since 1763.

**240. The Crusades.**

*(GER 4C) Fall (3) Daileader.*

The history of the crusading movement during the Middle Ages. The course focuses on the changing nature of Christian-Muslim relations and on the Crusades’ cultural and geopolitical ramifications. Readings consist primarily of contemporary Latin, Greek, and Arabic sources (in translation).

**241, 242. European History, 1815-1945.**

*(GER 4A) Fall and Spring (3,3) Benes, Staff.*

First semester: from the Congress of Vienna to the start of World War I. Investigates the industrial revolution, liberalism, socialism, imperialism and the various contexts of World War I. Second semester: investigates World War I, German inflation and worldwide depression, fascism, the trajectory of World War II and the collapse of the old order in 1945. Attention to the culture of modernism.

**243. Europe since 1945.**

*(GER 4A) Fall and Spring (3, 3) Koloski, Staff. (Not offered Fall 2008)*

Topical survey of Europe east and west since World War II. Includes postwar recovery, geopolitical tensions and the Cold War, imperialism, protest movements of the 1960s and 1970s, communism and its collapse, a united Europe in theory and practice.

**265. Postwar Japan.**

*(GER 4B) Fall (3) Han.*

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, the course explores such topics as the popularity of new religions, changing attitudes toward sex and marriage, Japan’s new nationalism, Japan’s role in the larger Asian region and beyond, and the culture and life of Tokyo. Several documentaries and movies will be shown. (Open to all students, including freshmen and sophomores with AP history credit or exemptions.)

**270. Nation, Gender, and Race in South Asia.**

*(GER 4B) Fall or Spring (3) Zutshi, Staff.*

This course examines the often inter-linked roles and definitions of nation, gender, and race, how these factors both undermined and reinforced British rule, and how they reshaped social relations in South Asia. Assignments include films, novels, memoirs, and travelogues.

**275W. University Seminar.**

*Fall and Spring (4,4) Staff.*

A reading-, writing-, and discussion-intensive seminar. Topics vary by semester and by instructor. Restricted to transfer students

and co-enrolled students. Students receiving a grade of “C” or better in the seminar will have satisfied the lower-division writing requirement. This course does not fulfill the freshman seminar requirement.

**280. West Africa Since 1800.**

*(GER 4B) Fall and Spring (3,3) Staff.*

Explores the survival of West Africans in ancient environments, subsequent challenges in trans-Saharan and Atlantic slave trade, colonial overrule, political independence, and ever-increasing globalization as well as relocation to rural America in the early Atlantic era and eventually to contemporary American cities. (Cross listed with BLST 306)

**300. The Caribbean.**

*Fall or Spring (3) Staff.*

A survey of the colonial history of the region followed by an analysis of the economic, social and political developments of the 19th and 20th centuries in the major island and mainland states.

**304. Brazil.**

*Fall or Spring (3) Lane, Staff.*

Antecedents of modern Brazil, 1500-present, with accent on economic, social and cultural factors as well as on political growth in the Portuguese colony, the Empire and the Republic.

**305. History of Mexico.**

*Fall or Spring (3) Konefal, Staff. (Not offered 2008-2009)*

Development of the Mexican nation from the Spanish conquest to the present. Sequential treatment of the interaction of Spanish and Indian cultures, expansion of the frontier, independence, 19th-century liberalism and caudillism, the Mexican Revolution of 1910 and its institutionalization.

**311,312. Topics in History.**

*Fall and Spring (3, 3) Staff.*

Intermediate level topics courses open to all students but preferably those with previous experience in 100- and/or 200-level history courses. (These courses may be repeated for credit if there is no duplication of topic.)

**313. Topics in Women’s History**

*Fall and Spring (3,3) Staff.*

Intermediate level topics course open to all students but preferably to students who have completed History/WMST 221 and/or History/WMST 222. (This course may be repeated for credit if there is no duplication of topic.)

**325. Race, Culture and Modernization in South Africa, 1650 to the Present.**

*(GER 4C) Fall (3) Abdalla.*

This course deals with the specific problems arising as direct results of European colonization. It examines competition and inter-cultural penetration between settlers and indigenous peoples in the last three and a half centuries.

**328. Modern Japanese History.**

*Fall or Spring (3) Han.*

A history of Japan from the Tokugawa period (1600-1868) to the present, with emphasis on the 19th, 20th and 21st centuries.

**329. Modern Chinese History.**

*Fall (3) Canning.*

A history of China from 1644 to the present focusing on China’s imperial system, the experiment with republican government, and China under communist rule since 1949. This course satisfies the department’s computing requirement.

**330. America and China: U.S.-China Relations since 1784.**

*Spring (3) Canning.*

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the 20th and 21st centuries. This course satisfies the department’s computing requirement.

**332. Modern Korean History.**

*Fall or Spring (3) Staff.*

An examination of the major developments and issues in modern Korean history, including the collapse of the traditional order, Japanese colonial rule, the emergence of distinct political regimes in the north and south and north-south confrontation.

**335. Historians and Computers.**

*Fall or Spring (3) Whittenburg.*

This course satisfies the department’s computing requirement by introducing skills commonly employed by historians. It attempts to demystify computers by introducing their physical parts and the basics of computer jargon. It also discusses the impact of computers on the history profession.

**336. Ethnographic History.**

*Fall or Spring (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross listed with ANTH 472 and AMST 434)

**339. Writing and Reading Culture.**

*Fall or Spring (3) R. Price.*

Trends in ethnography (and ethnographic history) during the past two decades. Students will begin with a “classic monograph,” go on to read about the “crisis” in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross listed with AMST 470 and ANTH 490)

**340. Maroon Societies.**

*Fall or Spring (3) R. Price.*

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. (Cross listed with AMST 412 and ANTH 432)

**345. Exploring the Afro-American Past.**

*Fall or Spring (3) R. Price.*

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in Anthropology, History and Literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross listed with AMST 470 and ANTH 429)

**355,356. Medieval Europe I (to 1000); Medieval Europe II (post-1000).**

*Fall or Spring (3) Daileader.*

First semester: Europe from the fall of the Roman Empire to the Viking invasions. Investigates the triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire. Second semester: Europe during the High and Late Middle Ages. Emphasis on social, cultural and religious transformations of these periods; some attention to political narrative.

**358. The European Renaissance.**

*Fall or Spring (3) Homza.*

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314-1598. Attention to historiography and historical method.

**359. The Reformation in Western Europe.**

*Fall or Spring (3) Homza. Prerequisite: HIST 111 or consent of instructor.*

An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

**363,364. The Age of Absolutism and Revolution in Europe, 1648-1870.**

*Fall and Spring (3,3) Schechter. (Not offered 2008-2009)*

An intensive survey of Europe in transition. First semester: 1648-1789, absolutism, enlightenment, enlightened despotism. Second semester: 1789-1870, revolution, industrialization and the emergence of the modern state. This course satisfies the department's computing requirement.

**365,366. Ancient History.**

*(GER 4A) Fall and Spring (3,3) Donahue. (Not open to freshmen)*

Ancient civilization from prehistoric times to the downfall of the Roman Empire. The first semester deals with the ancient Orient and Greece; the second semester with Rome. (Cross listed with CLCV 311, 312)

**369,370. The History of Britain.**

*Fall and Spring (3,3) Levitan, Staff. (Not offered Fall 2008)*

A survey of the political, social, economic, and cultural history of Britain. HIST 369: from the mid-15th to the late 18th centuries. HIST 370: late 18th century to the present.

**373. East Central Europe.**

*Fall or Spring (3) Koloski, Staff.*

Modern history of the east-central region of Europe between Germany and Russia. Topics include: 19th century multi-national empires, 20th century (re)emergence of nation-states, citizens' struggles to define political, social, and cultural identities despite foreign domination, and post-1989 developments.

**377,378. The History of Russia.**

*Fall and Spring (3,3) Corney.*

The political, cultural and intellectual development of Russia. First semester: from Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty. Second semester: 19th and 20th century Russia, tracing the twilight of the Romanovs, the rise of socialist thought, and the Communist state.

**382. History of Spain.**

*Fall or Spring (3) Homza.*

A survey of Spanish history from 1478 to 1778 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

**383,384. History of Germany.**

*Fall and Spring (3,3) Benes, Staff.*

First semester: origins and establishment of the modern German state to the First World War. Second semester: establishment and course of Hitler's Third Reich. Some time at the end of the second semester is devoted to the development of the two Germanies since 1945 and their subsequent reunification.

**385,386. History of France, 1648 to the Present.**

*Fall and Spring (3, 3) Bossenga, Schechter, Staff.*

First semester: 1648-1800. Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient régime and Revolution. Second semester: 1800-present. Special attention to social and economic problems as well as to the politics of 20th-century France.

**387,388. England Under the Tudors and Stuarts.**

*Fall and Spring (3,3) Hoak.*

First semester, 1485-1603; second semester, 1603-1714.

**391,392. Intellectual History of Modern Europe.**

*Fall and Spring (3,3) Benes, Staff.*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the present. First semester: from the Renaissance to the Enlightenment. Second semester: from the 19th to the 21st centuries.

**400. Colonial and Revolutionary Virginia.**

*Fall or Spring (3) Staff.*

A specialized study of the founding and development of the Virginia colony with special emphasis on the evolution of its social and political structure.

**410. History of Vernacular Architecture.**

*Fall or Spring (3) Lounsbury, Kern.*

The study of everyday buildings as historical documents. The course, which includes site visits, covers recording techniques, research strategies, theoretical approaches, landscape architecture and other topics. (Cross listed with AMST 470)

**411,412. Early American History.**

*Fall and Spring (3,3) Mapp.*

First semester: The history of North America north of Mexico from Columbus' first voyage in 1492 through the end of the Seven Years' War in 1763. Themes include the interaction and adaptation of the Indian, European, and African communities of North America; the relation of North America to other parts of the Atlantic world; the colonial-era roots of significant American institutions and practices; and the many contests for power and resources in early America. Second semester: The American Revolution. Major topics include the origins of the Revolution, the war for independence, the formation of the United States and the salient culture and social developments of the Revolutionary era.

**415. Antebellum America.**

*Fall or Spring (3) Sheriff.*

Covering the period from 1815-1850, this course examines social, political, economic and cultural transformations in the pre-Civil War United States.

**416. The Civil War Era.**

*Fall or Spring (3) Nelson, Sheriff.*

Examines the social, political, economic, and cultural history of the United States from 1850-1877. Military campaigns receive only minimal coverage.

**417. Old South.**

*Spring (3) Staff.*

The American South from its colonial origins to the defeat of the Confederacy, including as major topics social structure, economic and geographic expansion, slavery as a system of profit and social control, the growth of southern sectionalism, and the southern mind.

**418. U.S. Gilded Age.**

*Fall or Spring (3) Nelson. (Not offered Fall 2008)*

1866-1901. Explores the collapse of Reconstruction and the rise of big business. Topics include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism. This course satisfies the department's computing requirement. Preference to juniors and seniors. (Cross listed with LCST 401)

**426. The Invasion of North America.**

*Spring (3) Rushforth.*

An introduction to the exploration, exploitation and colonization of eastern North America by the Spanish, French, English and Dutch; their cultural interaction with Native Americans in war and peace.

**428. United States Military History, 1860-1975.**

*Fall or Spring (3) Staff.*

An examination of the growth of the U.S. military establishment and the exercise of and changes in military strategy and policies, as shaped by political, social and economic factors. Crucial to our inquiry will not only be discussions about the decisions and attitudes of ranking military and civilian leaders but also an analysis of the lives and circumstances of enlisted personnel, lower-ranking officers and civilian support staff.

**431. United States Immigration History.**

*Fall or Spring (3) Hahamovitch. Prerequisite: HIST 121 and 122.*

An introduction to the history of immigration to the United States from 1789 to the present. Emphasizing immigration from Ireland, China, Mexico and Eastern Europe, the course focuses on the history of U.S. immigration policy. It involves short lectures and discussions.

**433,434. U.S. Foreign Relations.**

*Fall and Spring (3,3) Kitamura.*

An examination of U.S. interactions with the wider world from 1763 to the present day. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations. First semester: 1763 to 1900. Second semester: 1901 to the present.

**435. America and Vietnam.**

*Spring (3) Staff.*

An examination of the United States' role in Vietnam from 1945 to the present. The political, cultural, ideological and economic ramifications of the United States involvement will be analyzed from the American as well as the Vietnamese perspective.

**437,438. American Cultural and Intellectual History from the Beginnings through the Early 20th Century.**

*Fall and Spring (3,3) C. Brown. (Not offered Fall 2008)*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis during the first semester on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism. Second semester explores the social construction of knowledge, race, gender and class in the 19th- and early 20th-century United States, through an intensive reading of primary sources.

**448. Public History.**

*Fall (3) Kern.*

This course uses Colonial Williamsburg to explore the meaning of "history," focusing on ways that knowledge of the past is presented in various media and formats, from monographs, movie and video documentaries to museum interpreters on Duke of Gloucester Street.

**451. African Religions in the Diaspora.**

*(GER 4C) Spring (3) Phillips. (Not offered 2008-2009)*

Survey of the cultural retention and change of African religions in the Diaspora. Considers the encounter between African, indigenous, and European religions in the context of slavery and freedom.

**452. Free and Enslaved Blacks in the Old South.**

*(GER 4C) Fall (3) Eby. (Not offered 2008-2009)*

Free and enslaved Afro-Southerners' relations with one another and with whites from colonization to the Civil War. Themes include the variety of human experience under the slave regime; cultural affinities and differences among blacks, and between black and white Southerners.

**†467,468. Independent Study.**

*Fall and Spring (3,3) Staff.*

A tutorial designed primarily for history majors who wish to pursue independent study of a problem or topic. Programs of study will be arranged individually with a faculty supervisor. Admission by consent of the chair of the department. (These courses may be repeated for credit if there is no duplication of topic.) Students must have a 3.0 cumulative grade point average to pursue independent study in history.

**470C. Disease, Medicine and Society in Africa.**

*Fall (3) Abdalla.*

An examination of the relationship between environment, disease and people in Africa. The course stresses the interdependence of beliefs and medical practice and assesses the impact these have on the demography and politics of African societies.

**471C. Contemporary Russia.**

*Spring (3) Corney.*

A seminar on topics in Russian history, 1953 to the present. Themes include the legacy of the Stalin era and issues of continuity and change in the post-Stalin years. The collapse of the Soviet Union and the problems of post-Communist Russia are also examined.

**472C. The Russian Revolution.**

*Fall (3) Corney.*

The origins, course and impact of revolution in 20th-century Russia, c. 1905-1953. Considerable use is made of primary materials. Themes include the dilemmas of late imperial Russia, the impact of modernization and war, and the issue of totalitarianism.

**473C. Crises of European Society.**

*Fall or Spring (3) Hoak. Prerequisite: HIST 358, HIST 369 or HIST 387.*

Selected aspects of early modern Western society, including (for example) the social and economic foundations of Renaissance culture; poverty, crime and violence; revolution and rebellion; death, disease and diet; humanism and reform; witchcraft, magic and religion; the new cosmography.

**479C. The New South.**

*Fall (3) Staff.*

An examination of the political, economic, social and intellectual developments in the South since the Civil War. Readings will include both primary and secondary materials.

**484C,486C. The Making of Modern England.**

*Fall and Spring (3,3) Staff.*

A research seminar that examines the political, economic, social and intellectual changes which explain England's transition from an aristocratic to a democratic society. First semester: ca. 1780 to 1850. Second semester: 1850-1918.

**487C. The Age of Exploration, 1450-1600.**

*Fall and Spring (3,3) Rushforth.*

An introduction to the European exploration of the rest of the world before, during and after the voyages of Christopher Columbus, with an emphasis on the Americas.

**490,491. Topics in History.**

*Fall and Spring (3,3) Staff.*

Topics change each semester. (These courses may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 2008:****NIAHD Field School in Public History, Kern.**

This course is designed to give students practical experience in a museum setting with a background of readings in public history and regular classroom discussion sessions designed to promote both critical and scholarly engagement with an individually chosen topic. The instructor will work with students before the start of the semester to arrange for a museum professional to host the student in a professional working environment for about ten hours a week in addition to the class meetings.

**Jamestown Rediscovered, Kelso, Whittenburg.**

Recent Historical and Archaeological Research at Jamestown. The discoveries and interpretation of more than a dozen years of archaeological and related historical research focusing on the founding of Jamestown during Virginia Company rule, 1607-1624, will be the primary emphasis of this course. The course will be led by Dr. William M. Kelso

and the staff of research scholars of the archaeological program at Jamestown known as Jamestown Rediscovery. It will consider the Jamestown Rediscovery archaeological process, the useful and decorative arts of the first quarter century of Virginia settlement, an overview of forensic analysis of early Jamestown burials, the archaeology of the evolving representative government at Jamestown, computer-based recording and analysis, and the interplay of documentary, archaeological, anthropological and scientific evidence. Classes will take place at Jamestown Island. Transportation by van will be provided by the National Institute of American History & Democracy

#### **Research Methods in History.** *Benes.*

This course is designed for history majors currently enrolled in the department's senior honors programs. The seminar introduces students to the advanced research methods useful in crafting an honor's thesis in history. It is designed to support students during the often bewildering first semester of work on the project. Students will develop research skills that will allow them to progress efficiently and effectively towards completion of the thesis.

#### **Topics for Spring 2009:**

See *Current Listing in History Department Office and on the History Website at [www.um.edu/history](http://www.um.edu/history).*

#### **490C,491C. Topics in History.**

*Fall and Spring (3,3) Staff.*

Topics change each semester. (These courses may be repeated for credit if there is no duplication of topic.)

#### **Topics for Fall 2008:**

##### **The Golden Age of Pirates.** *Hanna.*

An interdisciplinary study of the "Golden Age" of high seas piracy in the Anglophone world. The course will focus on a range of topics including global economics, international law, imperial politics, gender, literary studies, social class, journalism, cartography, and religion. The course will also explore the construction of the Golden Age in historical memory in readings by James Fenimore Cooper, Edgar Allan Poe, and Robert Louis Stevenson.

##### **Henry VIII: Reformation, Revolution and Rebellion.** *Hoak.*

A graduate-level seminar on topics relating to the reign of Henry VIII, including the break with Rome and imperial kingship, the trial of Thomas More, humanism and More's Utopia, the creation of royal image, traditional religion and the Reformation, the dissolution of the monasteries, and the culture of the court. Undergraduates are welcome to take this course but must get instructor permission.

##### **Civil War Experiences.** *Engs.*

The Civil War experience as described by black and white Southerners, preferably from Tidewater, but may also include other sources, Northern as well as Southern. Our goals will be to identify repositories and specific collections which tell us about these experiences, to develop tools for analysis and interpretation of these sources, and to prepare interpretative essays about specific items of about 6000 to 7500 words. Ideally, these essays would include introductions to a document collection, transcripts and annotation of major portions of the collection, and conclusions explicating the significance of the collection. If the content and quality of the products created is of sufficient excellence, a volume containing our best essays will be published. There are rich sources at William and Mary and in Richmond as well as a multitude of little used sources available on line. Students are encouraged to seek out never before used sources, perhaps ones found in their own attics. The first 3/5ths of the term will be spent identifying and working with documents; the

remainder will be devoted to writing and critiquing each others' work.

##### **Definitions of Freedom: The South in the American Revolution.** *Hoffman.*

The seminar is devoted to a broad examination of the political, social, and cultural experience of the South during the era of the American Revolution. In the South the Revolution took on the appearance of a civil war. Defining what liberty and freedom meant within a society characterized by enslavement, violence, and oppression will constitute the seminar's core focus.

##### **Out of the Shadows: The Role of Women in the Civil Rights Movement.** *Allen.*

The Civil Rights Movement arose in earnest when forces of change that had been percolating at the local level for decades gelled. While the leadership of this movement is typically attributed to men, the truth is that there were countless women who galvanized their communities to resist oppression and demand justice. These women continued to work in the trenches even after the movement gained national attention but few are acknowledged for their contributions. In this course, we will study the history of the Civil Rights Movement from the point of view of these women, and explore the role that race and gender played in keeping them in the shadows.

#### **Topics for Spring 2009:**

See *Current Listing in History Department Office and on the History Website at [www.um.edu/history](http://www.um.edu/history).*

#### **492. Problems in Modern History.**

*Fall or Spring (3) Staff.*

Topics change each year. (This course may be repeated for credit if there is no duplication of topic.)

#### **†495-496. Honors.**

*Fall and Spring (3,3) Staff.*

Students admitted to honors study in history will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; (b) submission of a scholarly thesis to his or her advisor two weeks before the last day of classes of his or her graduating semester; (c) a comprehensive oral examination. Admission by consent of the department chair. The department's honors program guidelines are available on the department's website and in hard copy (consult the department secretary). For College provisions governing the Admission to Honors, see Honors and Special Programs under Requirements for Degrees in this catalog.

#### **The James Pinckney Harrison Chair of History**

The generosity of Mrs. James Pinckney Harrison and her son, Mr. James Pinckney Harrison, Jr., has enabled the College to establish an endowed chair in history in honor of James Pinckney Harrison, Sr. The purposes of this endowment are explained by the donors as follows: The James Pinckney Harrison Chair of History is established to encourage the study of history as a guide for the future, as a field of absorbing interest and pleasure, and as a source of wisdom, charm and gentility exemplified by James Pinckney Harrison. Born in Danville in 1896, he spent much of his life until his death in 1968 in Charles City County, not far from "Berkeley," his ancestral home. Far-ranging travels for business and country led him to an appreciation of many cultures of the world, but also strengthened his love and commitment to Virginia. As Chairman of the Board of Universal Leaf Tobacco Company of Richmond for many years, James Pinckney Harrison served in many civic, philanthropic and business affairs, ever enriching the life of those around him.

**The National Institute of American History and Democracy**

The National Institute of American History and Democracy (NIAHD) is a partnership between the College of William and Mary and The Colonial Williamsburg Foundation. It is dedicated to the study of the American past, material culture, and museums. The NIAHD sponsors the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies. This is a certificate program, combining museum internships, material culture field schools, and coursework at the College of William and Mary. It is open to any degree-seeking student in good standing in any discipline at the College of William and Mary. The NIAHD sponsors special courses in History, American Studies, and Anthropology, many taught by experts from The Colonial Williamsburg Foundation in such fields as Historical Archaeology, Public History, and Vernacular Architectural History. Students officially enrolled in the Collegiate Program have priority in registering for these special courses, but they are open to any William and Mary students on a space-available basis. The National Institute of American History and Democracy also sponsors the William and Mary Pre-Collegiate Summer Program in Early American History for high school students. More information is available on all NIAHD Programs at <http://www.wm.edu/niahd>.