

## History

PROFESSORS, **Ely** (Kenan Professor), **Grasso** (Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), **Hahamovitch, Hoffman** (Director, Omohundro Institute of Early American History and Culture), **Homza** (Class of 2006 Professor), **Nelson** (Legum Professor), **Sheriff** (Class of 2013 Professor), and **Whittenburg** (Pullen Professor) VISITING DISTINGUISHED PROFESSORS **Engs** ASSOCIATE PROFESSORS **Benes** (Diamond Associate Professor of History), **C. Brown, Canning, Corney** (Harrison Professor), **Daileader, Fisher, Kitamura, Koloski, Konefal, McGovern, Mapp, Meyer** (Chair and Class of 1964 Distinguished Associate Professor of History and American Studies), **Rushforth, Schechter, Vinson** (University Professor for Teaching Excellence), **Wulf** (Book Review Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture), and **Zutshi**. ADJUNCT ASSOCIATE PROFESSORS **Lounsbury**. ASSISTANT PROFESSORS **Han, Karakaya-Stump, LaFleur, Levitan, Pope, and Popper** VISITING ASSISTANT PROFESSORS, **Aubert, Kern** (Director of the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies), **Livesay** (Visiting NEH Fellow of Omohundro Institute of Early American History and Culture), **Richter, Schneider** (Visiting NEH Fellow of Omohundro Institute of Early American History and Culture), **Schroeder, and Wells**. RESEARCH ASSOCIATE **Huyck**. LECTURERS **M. Brown** (Director, Archaeological Excavation and Conservations Department, Colonial Williamsburg Foundation), **Carson** (Vice President of Research, Colonial Williamsburg Foundation), **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 satisfy the Major Computing Requirement (MCR) for History by (1) attaining a C or better in a History course designated by the Department as satisfying the MCR requirement 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:** Students satisfy the Major Writing Requirement (MWR) for History by attaining a C or better in an upper-level undergraduate History course designated as a colloquium. Each Colloquium has the letter "C": directly after its course number (for example, HIST 490C, HIST 491C, and so on).

Beginning with the 2010-2011 academic year, all History colloquia will meet both the Major Writing Requirement and the Major Computing Requirement.

#### Core Requirements:

Students majoring in History must complete 33 credit hours in History. Of those 33 credit hours 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 and International Baccalaureate credit. The 33 credit hours must include the following:

- Both HIST 121 (US History to 1877) and HIST 122 (US History since 1877)
- Either HIST 111 (Europe to 1715) or HIST 112 (Europe since 1715)

3. One 100-level survey in non-western History, to be chosen from among the following: History 131, 132, 141, 142, 161, 171, 172, 181 or 182.

4. One upper-level class designated as a colloquium. Each colloquium has the letter "C" directly after its course number (for example, HIST 490C, HIST 491C, and so on). Students must earn a grade of "C" or better in the colloquium in order to fulfill the Major Writing Requirement and the Major Computing Requirement. 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.

Students may use course credit and course exemptions earned through the College Board Advanced Placement Examination and through the International Baccalaureate Higher Level Exam to satisfy the Department's Core Requirements. For more details, please consult the "Advanced Placement and Credit by Examination" section of the Undergraduate Course Catalogue.

The Department strongly recommends that majors finish their survey requirements – History 121-122, either History 111 or 112, and a 100-level non-Western survey - in their first and second years at the College. 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 are advised not to limit their junior and senior year classes to courses focused only on the history of a single nation. 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. History of Europe to 1715.

(GER 4A) Fall (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.

#### 112. History of Europe since 1715.

(GER 4A) Spring (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.

#### 121. American History to 1877.

(GER 4A) Fall (3) Staff.

An introduction to the history of the United States from its origins to 1877. 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.

#### 122. American History since 1877.

(GER 4A) Spring (3) Staff.

An introduction to the history of the United States from 1877 to the present. 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.

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### 131. Survey of Latin American History to 1824.

(GER 4B) Fall (3) Konefal, Staff.

The development of Latin America from Pre-Columbian times to 1824 with emphasis on the interaction of European, Indian and African elements in colonial society.

### 132. Survey of Latin American History since 1824.

(GER 4B) Spring (3) Konefal, Staff.

The development of Latin America from 1824 to the present, emphasizing the struggle for social justice, political stability and economic development.

### 141. Survey of East Asian Civilization to 1600.

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

An introduction to the political, social and cultural history of East Asia to 1600.

### 142. Survey of East Asian Civilization since 1600.

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

An introduction to the political, social and cultural history of East Asia since 1600.

### 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. Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. These courses may be repeated for credit if there is no duplication of topic. Priority given to freshmen.

### 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. The Modern Middle East to 1800.

(GER 4B) Fall (3) Karakaya-Stump

A historical review of the modern Middle East to 1800 that emphasizes political and socio-economic developments.

### 172. The Modern Middle East since 1800.

(GER 4B) Spring (3) Karakaya-Stump

A historical review of the modern Middle East since 1800 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.

### 181. African History to 1800.

(GER 4B) Fall (3) LaFleur, Pope, Staff.

A thematic approach to socio-economic and political change in Africa from early times to 1800. 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 most pressing problems of the time.

### 182. African History since 1800.

(GER 4B) Spring (3) La Fleur, Staff.

A thematic approach to socio-economic and political change in Africa since 1800. 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 most pressing current problems.

### 183. Introduction to the African Diaspora.

(GER 4C) Fall or Spring (3) Vinson.

This introductory course begins with the migrations of Africans to the Americas during the Atlantic Slave Trade era, the development of new identities in their new societies and their continued connections to Africa. (Cross listed with AFST 304)

### 191. Global History to 1500.

(GER 4B) Fall (3), Staff.

An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

### 192. Global History since 1500.

(GER 4C) Fall (3), Daileader, Schechter, Staff.

An introduction to the history of the world, with emphasis on civilizations, cultural diversity, global conflict and global convergence.

### 211. Topics in History.

Fall (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 vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu.

### 212. Topics in History.

Spring (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 vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu.

### 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: Either "From the Founding of Jamestown through the American Revolution" or "From the American Revolution through the American Civil War." Classes meet ALL DAY at historic sites and museums. This course satisfies the Major Computing Requirement. Please contact instructor for details and 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 from the establishment of Jamestown in 1607, to the Middle Plantation settlement of the mid-1600s, the transfer of the capital from Jamestown to Williamsburg, and the impact of the American Revolution on this city.

### 221. United States Women's History, 1600 to 1877.

(GER 4A) Fall (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. (Cross listed with WMST 221)

**222. United States Women's History since 1877.***(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 222)

**223. Pacific War.***(GER 4C) Fall or Spring (3) C. Brown.*

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.*

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.

**230. History of Modern South Africa.***(GER 4C) Fall or Spring (3) Vinson.*

This course provides a detailed examination of segregation and apartheid in twentieth century South Africa and charts the development and ultimate success of the anti-apartheid movement that led to the 'miracle' of a democratic South Africa.

**231. The Global Color Line: U.S. Civil Rights and South African Anti-Apartheid Politics.***(GER 4C) Fall or Spring (3) Vinson.*

This course examines the Civil Rights movement as part of a centuries-long tradition of black freedom struggles. The course also compares the Civil Rights movement with the South African anti-apartheid struggle and shows the close transnational relationship between African Americans and black South Africans. (Cross listed with AFST 312)

**235. African American History to Emancipation.***(GER 4A) Fall (3) Ely, Staff.*

A survey of African American history from the colonial period to emancipation. (Cross listed with AFST 311)

**236. African American History since Emancipation.***(GER 4A) Spring (3) Ely, Staff.*

A survey of African American history from emancipation to the present. (Cross listed with AFST 303)

**237. American Indian History: Pre-Columbian and colonial period to 1763.***(GER 4B) Fall and Spring (3,3) Fisher, Rushforth.*

A survey of American Indian history to 1763.

**238. American Indian History since 1763.***(GER 4B) Fall and Spring (3,3) Fisher, Rushforth.*

A survey of American Indian history since 1763.

**239. Pan-Africanism: History of a Revolutionary Idea.***(GER 4C) Fall or Spring (3) Vinson.*

This course surveys the history of Pan-Africanism, a global political movement that considers Africans and diasporic blacks to have a common history, present and future, often proclaiming an objective of African political, socio-economic and cultural self-determination and asserting a fierce pride in African history and culture. (Cross listed with AFST 314)

**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. European History, 1815-1914.***(GER 4A) Fall (3) Benes, Staff.*

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.

**242. European History, 1914-1945.***(GER 4A) Spring (3) Benes, Staff.*

This course 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 also given to the culture of modernism.

**243. Europe since 1945.***(GER 4A) Fall and Spring (3, 3) Koloski, Staff.*

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.*

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.

**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 AFST 308)

**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.*

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.

**310. African Americans and Africa.***Fall or Spring (3) Vinson.*

This course explores the political, socio-economic, educational and cultural connections between African Americans and Africa. It examines the close linkages but also the difficulties between Africans and diasporic peoples in the modern era.

**311. Topics in History.***Fall (1-4) 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.)

**312. Topics in History.***Spring (1-4) 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.)

**319. The Nuclear World.***Fall or Spring (3) Kitamura.*

This course explores the emergence of nuclear technology and its widespread impact on global politics, business, and culture from World War II to the present day.

**321: Topics in Civil Rights.***Fall or Spring (3) Vinson, Staff.*

The description and organization of this course will vary in accordance with different interests and expertise of each individual instructor.

**324: African Diaspora (II).***Fall or Spring (3) Vinson.*

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans. Students who have already taken HIST 183 (Introduction to the African Diaspora) are particularly encouraged to take this more advanced class. (Cross listed with AFST 305)

**325: The Rise and Fall of Apartheid.***Fall or Spring (3) Vinson.*

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

**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 departments 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)*

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)*

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)*

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)*

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 402 and ANTH 429)

**355. Medieval Europe to 1000.***Fall (3) Daileader.*

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.

**356. Medieval Europe since 1000.***Spring (3) Daileader.*

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. The Age of Absolutism and Revolution in Europe, 1648-1789.***Fall (3) Schechter.*

An intensive survey of Europe in transition: absolutism, enlightenment, enlightened despotism. This course satisfies the Department's computing requirement.

**364. The Age of Absolutism and Revolution in Europe, 1789-1870.***Spring (3) Schechter.*

An intensive survey of Europe in transition: revolution, industrialization and the emergence of the modern state. This course satisfies the Department's computing requirement.

**365. Ancient History (I).***(GER 4A) Fall (3) Donahue. (Not open to freshmen)*

Ancient civilization from prehistoric times to the ancient Orient and Greece. (Cross listed with CLCV 311)

**366. Ancient History (II).***(GER 4A) Spring (3) Donahue. (Not open to freshmen)*

Ancient civilization: the rise and fall of the Roman Empire. (Cross listed with CLCV 312)

**369. The History of Britain from the mid-15th to the late 18th Centuries.***Fall (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

**370. The History of Britain from the late 18th Century to the Present.***Spring (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

**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. The History of Russia to 1800.***Fall (3) Corney.*

The political, cultural and intellectual development of Russia. From Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty.

**378. The History of Russia since 1800.***Spring (3) Corney.*

The political, cultural and intellectual development of 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 1978 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. The History of Germany to 1918.***Fall (3) Benes, Staff.*

Origins and establishment of the modern German state to the First World War.

**384. History of Germany since 1918.***Spring (3) Benes, Staff.*

Establishment and course of Hitler's Third Reich, development of two Germanies since 1945, and their subsequent reunification.

**385. History of France, 1648 to 1800.***Fall (3) Schechter, Staff.*

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution.

**386. History of France, 1800 to the Present.***Spring (3) Schechter, Staff.*

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France.

**387. England Under the Tudors, 1485-1603.***Fall (3) Popper, Staff.*

A survey of developments in English political, social, intellectual, cultural, and religious history from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603.

**388. Britain Under the Stuarts, 1603-1714.***Spring (3) Popper, Staff.*

A survey of the political, religious, cultural, social, and intellectual history of the British Isles from the coronation of James VI and I in 1603 to the death of Queen Anne in 1714.

**391. Intellectual History of Modern Europe: Renaissance to the Enlightenment.***Fall (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the Enlightenment.

**392. Intellectual History of Modern Europe: 19th to the 21st Centuries.***Spring (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the Enlightenment to the present.

**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. Colonial North America, 1492-1763.***Fall (3) Mapp, Rushforth.*

A survey of the history of North America north of Mexico from the beginnings of sustained European contact through the end of the Seven Years' War.

**412. The American Revolution, 1763-1789.***Spring (3) Mapp.*

An in-depth study of the origins of the American independence movement, the struggle between the rebellious colonies and the British Empire, the formation of the United States, and the salient cultural 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.*

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. U.S. Foreign Relations, 1763-1900.***Fall (3) Kitamura.*

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

**434. U.S. Foreign Relations, 1901 to the Present.***Spring (3) Kitamura.*

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

**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. American Cultural and Intellectual History from the Beginnings through the Early National Period.***Fall (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism.

**438. American Cultural and Intellectual History from the Early National Period through the Early 20<sup>th</sup> Century.***Spring (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society. Explores the social construction of knowledge, race, gender and class in the 19<sup>th</sup>- and early 20<sup>th</sup>-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)*

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) Ely.*

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.

**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.

**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.

**487C. The Age of Exploration, 1450-1600.***Fall and Spring (3,3) Rushforth, Mapp.*

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. Topics in History.***Fall (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**Topics for Fall 2011:****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.

**491. Topics in History.***Spring (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**490C. Topics in History.***Fall (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**491C. Topics in History.***Spring (3) Staff.*

Topics vary by semester. For current offerings, please consult the course schedule posted on my.wm.edu. (These courses may be repeated for credit if there is no duplication of topic.)

**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 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>.