

Department of History

Professors: Leslie Choquette, Carl Robert Keyes (Chairperson), Irina Mukhina; *Associate Professors:* Stuart Borsch (on leave Fall 2024), Deborah Kisatsky, Thomas Wheatland (Post-Baccalaureate Scholarship Advisor); *Assistant Professor:* John Bell; *Lecturer:* Barry C. Knowlton.

MISSION STATEMENT

Students of history embark on disciplined journeys through the past. Through coursework in an array of subjects, students encounter diverse civilizations and cultures. They practice the historical method of interpreting human thought and action in varied contexts, and they improve their reading, writing, and oral communication skills. By developing historical empathy and learning to articulate informed judgments about the past, students acquire a more astute perspective on the present and future. They may be inspired to contemplate their own engagement with the wider world and to contribute more purposefully to the betterment of human society. The History Department's mission of fostering historical and self-awareness serves the University's mission of forming graduates known for intellectual seriousness, thoughtful citizenship, and devotion to the common good.

MAJOR IN HISTORY

A major in History provides students with the opportunity to understand life in the present by exploring the rich and varied experiences of people who lived in the past. It trains the mind to think both abstractly and concretely, using analytic skills required for balanced reflection. It also provides excellent training in the interpretation of evidence and contributes to the development of strong reading and writing skills. Majors are prepared to pursue careers in any field that draws upon the strong analytic and communication skills, deepened perspective, and breadth of vision that come from the study of the past. Many Assumption History majors go on to enjoy successful careers in business, journalism, law, education, and public service.

History majors:

- study the past in different ways than they experienced in high school, including forming their own interpretations of original sources created decades, centuries, and even millennia ago. They decipher the meanings of letters, newspapers, maps, paintings, advertisements, architecture, movies, and many, many more kinds of primary sources.
- take courses that treat the greater Worcester area as their classroom. Their professors lead visits to the Worcester Art Museum, the American Antiquarian Society, the Museum of Russian Icons, the Hanover Theater, Mechanics Hall, local churches, synagogues, and mosques ... and even the University's campus in Rome.
- complete a major research project under the guidance of a history professor. They finish this project by the end of the fall semester of their senior year so they can include in their portfolio when they apply for jobs, internships, or graduate programs.
- learn how to recognize biased opinions and "fake news" through careful consideration of all kinds of evidence. In the process, they further develop their ability to express their own ideas in a convincing manner, backing up their ideas with facts and evidence.
- are prepared to enter a career in just about any field, including law, business, education, government, and nonprofits. Their professors help them cultivate skills that employers value, including thinking contextually, managing information responsibly, expressing ideas clearly, and working independently.

REQUIRED COURSES (11)

- HIS 400 Research Methods (spring semester only). Introduces the skills, theories, and methods of historical scholarship to acquaint students with the historian's craft and to prepare majors for the research seminar. HIS 400 is a prerequisite for the pro-seminar/seminar pairing.
- HIS 401 History Pro-Seminar (fall semester only). Provides background and context for the seminar topic. The pro-seminar is taken in the same semester as the seminar, HIS 402, usually during the junior or senior year.
- HIS 402 History Seminar (fall semester only). Taken in conjunction with a linked pro-seminar, HIS 401. In rare instances, some research-intensive independent study courses might be approved to fulfill the history seminar requirement.

- Eight (8) additional HIS courses, six of which must be at the 200 level or above, with a minimum of one from each of the three groups below. Students are permitted to count no more than two 100-level courses towards the major.

Group I European History

HIS 202 Ancient Rome, 509 B.C.-565 A.D.
 HIS 222 Great Britain since 1688
 HIS 230 Renaissance Europe
 HIS 235 France since 1789
 HIS 242 Russia since 1917
 HIS 272 Germany since 1890
 HIS 306 Rise and Decline of European Primacy, 1870 to the Present
 HIS 309 Diplomatic History of Europe in the 19th Century
 HIS 310 Diplomatic History of Europe in the 20th Century
 HIS 332 Baroque Europe, 1600-1789
 HIS 340 Hitler's Vienna
 Special Topics and other courses by approval of the department chair

Group II North American History

HIS 257 History of Canada
 HIS 258 Colonial America
 HIS 267 American Foreign Relations since 1776
 HIS 269 The African American Dream
 HIS 270 Immigration and American History since 1815
 HIS 285 Women's Studies I: Images of Women in American Popular Culture
 HIS 359 Revolutionary America, 1763-1815
 HIS 360 Advertising and Consumer Culture in Early America
 HIS 362 Civil War and Reconstruction in the United States
 HIS 366 Public History and Public Debate
 HIS 368 The Cold War
 HIS 369 September 11th in History and Memory
 Special Topics and other courses by approval of the department chair

Group III World History

HIS 241 Russia: Pre-Revolutionary Period
 HIS 254 North American Indian
 HIS 255 From Contact to Casinos: Interactions with Indians in North America
 HIS 280 Asia to 1800
 HIS 281 Asia since 1800
 HIS 290 Islamic Middle East I (to 1800)
 HIS 291 Islamic Middle East II (since 1800)
 HIS 363 The Vietnam War
 HIS 393 From Jesus to Muhammad: The Near East in Transition
 WMS 385 Women of the World
 Special Topics and other courses by approval of the department chair

OTHER RECOMMENDATIONS

While History majors may take up to 14 courses in History, they are urged to take courses in related disciplines, such as Anthropology, Art History, Economics, Geography, Latin American Studies, Literature, Peace and Conflict Studies, Philosophy, Political Science, Racial and Ethnic Studies, Sociology, Theology, and Women's Studies, to broaden their liberal arts backgrounds. Students intending to pursue graduate work should note that a reading knowledge of French, German, Italian, Spanish, or other foreign languages is often required of doctoral candidates and in some cases of master's candidates. Internships for credit are available for History majors.

The interdisciplinary American Studies Seminar of the American Antiquarian Society and five Worcester colleges and universities is available on a competitive basis to outstanding Assumption students from across the disciplines every fall. This seminar fulfills the HIS 400 Research Methods requirement for History majors and minors.

MINOR IN HISTORY

REQUIRED COURSES (6)

- HIS 400 Research Methods
- At least one course from Group I (above)
- At least one course from Group II (above)
- At least one course from Group III (above)
- Two other courses from Departmental offerings

Minors in History may choose the option of taking HIS 400 Research Methods or of enrolling in the American Studies Seminar of the American Antiquarian Society. They should note that enrolling in the HIS 402 History Seminar entails taking its corresponding pro-seminar HIS 401 as well.

DOUBLE MAJOR IN HISTORY: ELEMENTARY EDUCATION TRACK AND ELEMENTARY EDUCATION

For students interested in becoming history teachers at the elementary school level, Assumption University offers a special track towards a double major in History and Elementary Education. Students on the History: Elementary Education Track must fulfill these requirements (10 courses):

- One introductory course (*HIS 181, HIS 115, HIS 117)
- A second introductory course (*HIS 181, HIS 114, HIS 116, HIS 115, HIS 117, HIS 150) OR a HIS elective (level 200 or above)
- HIS 180 United States to 1877
- One Group I (European History) course (from list above)
- One Group II (North American History) course (*HIS 359, HIS 258, HIS 362, or any other 200- or 300-level course from list above)
- One Group III (World History) course (from list above)
- EDU 323 History and Social Science in the Elementary Curriculum (recommended fall of junior year)
- HIS 400 Research Methods (recommended spring of junior year)
- Two HIS electives (level 200 or above)

*listed in the recommended order of most History and Social Science Subject Matter Knowledge coverage for MTEL exams.

Students who are interested in pursuing this opportunity should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

DOUBLE MAJOR IN HISTORY AND MIDDLE/SECONDARY EDUCATION

For students interested in becoming history teachers at the middle or high school level, Assumption University offers a state-approved teacher preparation program for history in grades 5–12. Such students should major in History and major in Middle/Secondary Education. Students who are interested in obtaining a teaching license in history should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

COURSE DESCRIPTIONS

HISTORY (HIS)

HIS 114 WORLD HISTORY I

This course explores important episodes and trends in the history of Europe, Asia, Africa, and the Americas from ancient times until the late eighteenth century. Participants study the origins and worldwide expansion of Christianity, the dramatic transformation of Western European societies during the Renaissance and after, and the collision and convergence of European, American, Asian, and African civilizations across the centuries. The course emphasizes the written analysis of primary and

secondary documents. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. (Fall)
Staff/Three credits

HIS 115 WORLD HISTORY II

This course explores the expansion of political participation in Europe from the Atlantic Revolutions of the late eighteenth and early nineteenth centuries to the present. Students study the commercial revolution in Europe and North America as well as other areas of the world. They examine the experiences of societies in Asia, Africa, and the Americas as global capitalism emerged and European and North American colonial empires expanded. The course also treats the two World Wars of the twentieth century and the emergence of powerful challenges to liberal democracy worldwide, including communism, fascism, and anti-colonial nationalism. It concludes with the study of particular episodes and trends in world history after 1945. At the instructor's discretion, these might include the Cold War, emergence of the United States as a superpower, the rise of mass consumer societies, decolonization, changes in gender and family relations, 9/11, the wars in Iraq and Afghanistan, and other themes. The course emphasizes the written analysis of primary and secondary documents. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. HIS 114 is not a prerequisite. (Spring)
Staff/Three credits

HIS 116 EUROPEAN HISTORY I

This Honors course explores human ideas and experiences that have shaped the Western World from ancient times through the Middle Ages. The ages of classical Greece and Rome, the rise of Christianity, the emergence of medieval culture and thought, the slow evolution of national identities, and myriad political, religious, and social conflicts of the pre-modern eras are explored. The course emphasizes written analysis of primary and secondary sources. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. (Fall)
Staff/Three credits

HIS 117 EUROPEAN HISTORY II

This course studies the rise of the modern state, the rise of scientific inquiry and modern science, the course and implications of industrialization, and the role of ideology as an agent of politics, revolution, and war. The course emphasizes written analysis of primary and secondary sources. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. HIS 116 is not a prerequisite. (Fall, Spring)
Staff/Three credits

HIS 150 CIVILIZATION IN ROME

This course exploits the unsurpassed opportunity afforded by the city of Rome to consider development in Western Civilization over the past three millennia. No urban environment can better illustrate the remarkable overlay of cultures that have influenced and reflected the world, first as a capital city for the ancient Republic and Empire, then for Western Christianity, then as the unifying center of the Kingdom of Italy, and lastly for the post-War republic. This course is offered only at the University's Rome campus. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program.

HIS 180 UNITED STATES TO 1877

The first semester of this two-semester survey of American history begins with a study of indigenous peoples. It then examines the colonial encounters among European settlers, aboriginal inhabitants, and Africans; the growth of the English colonies in the context of the Atlantic World; tensions between the colonies and England culminating in the Revolution; the emergence of the first American republic, 1783–1844; sectional rivalries and westward expansion; the collapse of the “second party system” (Democrats v. Whigs); Civil War and Reconstruction. The course emphasizes written analysis of primary and secondary sources. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. (Fall, Spring)
Staff/Three credits

HIS 181 UNITED STATES SINCE 1877

The second semester of this two-semester survey of American history briefly reprises the story of the Civil War and Reconstruction, then focuses upon the rise of an urban, industrial, ethnically diverse America in the years before the Great Depression. The course next explores the re-inventing of the American republic during the New Deal, World War II, and Cold War years, and concludes with an examination of the roots of the current “culture wars.” The course emphasizes written analysis of

primary and secondary sources. This course fulfills the History requirement on the Social and Historical Pillar in the Foundations Program. HIS 180 is not a prerequisite. (Spring)
Staff/Three credits

HIS 202 ANCIENT ROME, 509 B.C.–565 A.D.

From Rome's rejection of Etruscan supremacy to the death of Justinian. Emphasis on Rome's transition from Republic to Empire and on the subsequent transition from paganism to Christianity.
Borsch/Three credits

HIS 222 GREAT BRITAIN SINCE 1688

This course surveys and investigates the history of Great Britain from the Gloriously Revolutionary settlement of its 17th century constitutional crises to the 20th century events and developments that have brought it from its "Finest Hour" to its "Brexit Moment." The course focuses primarily on the political history of Britain, and from that perspective looks at the social, cultural, and intellectual history of one of the modern world's most wealthy, powerful, and influential countries.
Staff/ Three credits

HIS 230 RENAISSANCE EUROPE

Led by the humanists' rediscovery of the classical world, Renaissance writers, artists, political analysts, philosophers, and theorists opened new horizons of culture and learning. Europeans developed critical attitudes toward the past, explored the globe, established new methodologies for nearly every discipline, and created new modes of artistic and literary expression in ways that profoundly shape our world today.
Staff/Three credits

HIS 235 FRANCE SINCE 1789

A study of France from the end of the Old Regime to the emergence of the Fifth Republic, emphasizing revolutionary traditions, church-state relations, and France's European and world position. This course fulfills the Forum requirement in the Foundations Program.
Choquette/Three credits

HIS 241 RUSSIA: PRE-REVOLUTIONARY PERIOD

From the Kievan period (tenth century) to the Bolshevik Revolution with special attention to such topics as Byzantine influence, westernization, technological development, art and literature, and revolutionary tradition.
Mukhina/Three credits

HIS 242 RUSSIA SINCE 1917

Beginning with a summary study of traditional Russian political culture, the Russian revolutionary heritage, and the origin and early development of the Bolshevik wing of the Russian Social Democratic Labor Party, the course investigates the collapse of the old order, the seizure of power by Lenin and his followers, and the history of the Soviet Union until its collapse in 1989.
Mukhina/Three credits

HIS 254 NORTH AMERICAN INDIAN

An interdisciplinary course that seeks to integrate the methodology and findings of anthropology, biology (genetics and nutrition), history, and linguistics in the study of representative Indian groups within select culture areas; for example, the Arctic, the Subarctic, the Eastern Woodlands, the Northwest Coast, the Southeast, the Southwest, and the Plains.
Choquette/Three credits

HIS 255 FROM CONTACT TO CASINOS: INTERACTIONS WITH INDIANS IN NORTH AMERICA

An interdisciplinary course which allows a closer inquiry into a number of intriguing subjects which need to be more clearly understood if a better grasp of Indian culture is to be achieved. The topics have been selected on the basis of (a) the high priority usually given by scholars to certain Indian topics; (b) the continuing productive scholarship in, and even controversy on, certain subjects; and (c) the area of interest and expertise of the staff. Accordingly, new topics may be added as the interest and need warrant.
Choquette, Keyes/Three credits

HIS 257 HISTORY OF CANADA

A survey of Canada's history from pre-colonial times through the present.

Choquette/*Three credits*

HIS 258 COLONIAL AMERICA

This course explores the development of European colonies in North America with emphasis on the English colonies that eventually formed a political union and became the United States. Rather than focusing solely on the experiences of European settlers, we analyze a series of encounters among Native Americans, Europeans, and Africans throughout the colonial period, placing these exchanges within the broader context of the emerging Atlantic World. We also use a comparative approach to examine the emergence of distinctive regional patterns among those colonies and their roles in the imperial contests of the era. Topics addressed include the organization of early American culture around the interactions of Africans, Europeans, and Native Americans in North America; the diverse origins of explorers, settlers, and migrants; the political, cultural, and economic development of English colonies; slavery and other labor systems; and the first rumblings of the American Revolution produced by tensions within and beyond colonial British America.

Keyes/*Three credits*

HIS 267 AMERICAN FOREIGN RELATIONS SINCE 1776

An examination of U.S. interactions with the world from 1776 to the present. Topics include the diplomacy of the American Revolution, American westward expansion, the United States' emergence as a world power, both World Wars, the Cold War, 9/11, and aftermath. The cultural, economic, and political context and consequences of U.S. globalism at home and abroad are emphasized.

Kisatsky/*Three credits*

HIS 269 THE AFRICAN AMERICAN DREAM

This course examines how African Americans have resisted racial oppression by defining themselves as both part of and apart from American society. Beginning in the age of slavery and emancipation, it traces this tension in Black culture between integration and self-determination through Jim Crow and the Harlem Renaissance to the Civil Rights and Black Power Movements and into the present, concluding with a discussion of Afrofuturism and the Obama era. This course fulfills the Forum requirement in the Foundations Program.

Bell/*Three credits*

HIS 270 IMMIGRATION AND AMERICAN HISTORY SINCE 1815

A study of the role of the immigrant in American history, the impact on American society, and the process of assimilation and identification. The consequences of restriction since 1921 are also investigated. This course fulfills the Forum requirement in the Foundations Program.

Bell/*Three credits*

HIS 272 GERMANY SINCE 1890

A study of the development of Germany as a world power in the nineteenth century. Topics include Germany's experiences in war and peace; monarchy, democracy, and dictatorship from the era of Wilhelm II through the age of Hitler; democracy and reconstruction in West Germany since World War II; the Cold War; the reunification of Germany; and Germany's role in a new Europe. This course fulfills the Forum requirement in the Foundations Program.

Wheatland/*Three credits*

HIS 280 ASIA TO 1800

This course is designed to introduce students to some of the major themes of East Asian history focusing on China, Japan, and Korea, from the Neolithic period to roughly 1800. The course begins by defining the notion of East Asia, and subsequently explores continuity and change in the region as a whole and within its discrete cultural components. Major themes include the origins of cultural continuity, the rise of the bureaucratic state, the evolution of Confucian thought and social roles, and the development and spread of Buddhism. This course fulfills the Forum requirement in the Foundations Program.

Mukhina/*Three credits*

HIS 281 ASIA SINCE 1800

This course surveys the history of East Asia, mostly China, Japan and Korea, from the late seventeenth century to the present. Students will have an opportunity to learn about the diversity within East Asia by studying various voices of Asian people. It aims at deepening students' understanding of East Asian history and culture. In addition to studying the political, social, and cultural transformation of China, Japan and Korea, the course will also address various themes in East Asian history. How did these countries deal with Western imperialism and problems of modernization? How did they interact with each other in the modern world?

Mukhina/*Three credits*

HIS 285 WOMEN'S STUDIES I: IMAGES OF WOMEN IN AMERICAN POPULAR CULTURE

This course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present. This course fulfills the Social Science requirement on the Social and Historical Pillar in the Foundations Program. (Fall)

Staff/*Three credits*

HIS 290 ISLAMIC MIDDLE EAST I (TO 1800)

This course examines the history of the pre-modern Middle East from the genesis of Islam in seventh century Arabia to the advent of Western power and dominance in the region. The course covers religious, cultural, and socio-economic developments in the Middle East. In addition to examining the origins of the Qur'an and Muhammad's proselytizing mission in the Arabian Peninsula, the course analyzes the reasons for Islam's rapid political takeover of territory stretching from Spain to Central Asia. It also examines how the conquered territories and peoples exerted a strong formative influence on the development of Islam. The Islam's numerous philosophic, scientific, and technological achievements which marked a period of progress in the European Middle Ages are stressed. This course fulfills the Forum requirement in the Foundations Program.

Borsch/*Three credits*

HIS 291 ISLAMIC MIDDLE EAST II (SINCE 1800)

This course examines the history of the modern Middle East. It covers the period in which the traditional societies of the Middle East were profoundly altered by their contacts with the Western world. It analyzes broad social issues such as the changing role of the middle class, the transformation of traditional authority and the emergence of potent new symbols of power in the twentieth century, such as nationalism, modernization, and resurgent Muslim identities.

Borsch/*Three credits*

HIS 306 RISE AND DECLINE OF EUROPEAN PRIMACY, 1870 TO THE PRESENT

An investigation of the emergence of Germany, France, and Great Britain as great world powers and their subsequent collapse after the First and Second World Wars. Special consideration given to the influence of imperialism, militarism, and power politics.

Wheatland/*Three credits*

HIS 309 DIPLOMATIC HISTORY OF EUROPE IN THE 19TH CENTURY

In this course we will study the art and science of diplomacy by concentrating on the dramatic decisions and errors that led the Great Powers to create the Concert of Europe, which shaped European foreign relations throughout most of the nineteenth century, and later abandon it. After a preliminary set of readings on diplomats and their craft, we will turn our attention to four of the most significant foreign policy developments of the nineteenth century: the Congress of Vienna of 1815, the London Conference of 1830 (which addressed the issues at the core of the revolutions of 1830), the Crimean War and the Paris Peace Conference of 1856, and the Berlin Conference of 1878. As we examine how each of these events unfolded, we will concentrate on the decisions made by the governments and their foreign policy experts, as well as the factors that shaped these decisions. In an effort to explore the circumstances and options that faced Great Powers during these tense times, we will conduct role-playing exercises that will enable each member of the class to place themselves in the shoes of the diplomats we will be studying. This course fulfills the Forum requirement in the Foundations Program.

Wheatland/*Three credits*

HIS 310 DIPLOMATIC HISTORY OF EUROPE IN THE 20TH CENTURY

Diplomatic history of Europe since 1914 with an emphasis on the political collapse of Europe, the German problem in an age of international civil war, and the beginning of the Cold War.

Wheatland/*Three credits*

HIS 332 BAROQUE EUROPE, 1600–1789

This course explores the intersection of culture, politics, religion, and science in Europe from the seventeenth through the eighteenth centuries, a period of convulsive change in which the contours of the modern West were formed. The class introduces students to the richness and variety of creativity across many disciplines in a period typically designated as the “Golden Age” within the literary and artistic cultures of Spain, France, England, Italy, Holland, and Germany.

Staff/*Three credits*

HIS 340 HITLER’S VIENNA

A study of the political, social, and cultural history of the Austrian Empire, and particularly its capital city, Vienna, during the nineteenth and early twentieth centuries. Topics include the rise and decline of the Austrian Empire, the emergence of political liberalism, the rise of the “new Conservatives,” the crisis of traditional Austrian society and culture, and the crisis of Viennese modernism. The final third of the course takes a detailed look at the life and experiences of Adolf Hitler, who grew up amid all of these dramatic changes and crises -- crediting them with shaping his racist and reactionary worldview. The final goal of the course will be to evaluate the accuracy of Hitler’s assessment regarding the impact of Vienna on the tragic course of the twentieth century.

Wheatland/*three credits*

HIS 359 REVOLUTIONARY AMERICA, 1763-1815

This course explores cultural, political, and economic changes in America from the age of imperial crisis through the era of the Early Republic. In addition to tracing the political history of the founding, we examine the experiences of Americans from diverse backgrounds, including women, slaves, free blacks, Native Americans, merchants, farmers, common soldiers, abolitionists, artisans, loyalists, and others. We examine their multiple perspectives on the Revolution, the drafting and ratification of the Constitution, and the cultural and political turmoil that emerged amidst the ensuing rise of political parties. The course takes both a narrative and an analytical approach by focusing on major interpretive issues in a more-or-less chronological fashion. We also assess how well popular narratives of the Revolution and the Early Republic reflect scholarly understandings of the period. This course fulfills the “Founding Documents” requirement for Education concentrators. This course fulfills the Forum requirement in the Foundations Program.

Keyes/*Three credits*

HIS 360 ADVERTISING AND CONSUMER CULTURE IN EARLY AMERICA

The emergence of conspicuous consumption and mass marketing are often associated with the twentieth century, but both have precursors going back centuries. This course examines advertising and consumer culture in America during what historians have termed the “consumer revolution” of the twentieth century. In addition to exploring the meanings of goods and the culture of acquisition and display, we will interrogate connections between consumer habits and political activities during the era of the American Revolution and into the early nineteenth century. We will consider formative debates, including whether supply or demand caused the consumer revolution and to what extent commerce and consumer politics played a role in the American Revolution. We will also grapple with enduring questions: Do consumers have moral and ethical responsibilities when they make purchases? In what ways do politics intersect with consumption? We will consult a variety of primary sources – newspaper advertisements, magazine wrappers and inserts, broadsides, catalogs, pamphlets, trade cards, bill heads, subscription proposals, bills of lading, printed blanks, watch papers, and furniture labels – as we analyze how early Americans participated in consumer society.

Keyes/*Three credits*

HIS 362 CIVIL WAR AND RECONSTRUCTION IN THE UNITED STATES

This course examines the sectional conflict, the inability to resolve problems, issues leading to secession, the military, political, and social dimensions of the Civil War, and the era of Reconstruction. This course fulfills the Forum requirement in the Foundations Program.

Bell/*Three credits*

HIS 363 THE VIETNAM WAR

An exploration of how Americans and Vietnamese on all sides of the conflict experienced the war (1945–1975) and sought to discern meaning from it. This course fulfills the Forum requirement in the Foundations Program.

Kisatsky/*Three credits*

HIS 366 PUBLIC HISTORY AND PUBLIC DEBATE

“What is public history?” Public history covers a broad array of methods and formats for educating general audiences about the past beyond classroom setting. The public regularly encounters history in a variety of venues, from civic architecture (including statues and monuments) to entertainment (including Hamilton!) to political debates about the meaning of the past and how to teach about it. General audiences also seek to be educated and entertained at public history sites, including museums, living history sites, and national historical parks. In the process of examining the diverse manifestations of presenting the past beyond the classroom, we will analyze the professional issues and political problems that practitioners of public history face. This will include an exploration of the relationship between historians and communities engaged in conversations and debates about both the purpose of history education and the intersections of history, cultural memory, heritage, and commemoration. Students will also gain practical experience through participating in a Community Service-Learning project or internship in collaboration with a local public history institution or organization. This course fulfills the Forum requirement in the Foundations Program.

Keyes/*Three credits*

HIS 368 THE COLD WAR

This course traces the history of the Cold War through the lens of American policy, politics, and culture. Students explore the causes, character, and consequences of the Cold War by considering the role that strategic, political, economic, cultural, and ideological forces play in shaping events and their outcomes. The effects of the Cold War on life and culture (economic relationships, gender and race relations, popular culture) in the United States and around the world are treated in depth.

Kisatsky/*Three credits*

HIS 369 SEPTEMBER 11TH IN HISTORY AND MEMORY

This course explores the history and meaning of September 11, 2001. We consider how and why the attacks on the World Trade Center and the Pentagon occurred. We also contemplate the significance of the attacks in the realms of American politics, culture, film, and public spaces. How is history made? How is it remembered? Who has the power to decide? By exploring these and related questions, we come to appreciate the complexity of the question “what happened?” on this day or any other. And we become attentive to the myriad ways in which the past is ever unfolding into the present—and the present into the past.

Kisatsky/*Three credits*

WMS 385 WOMEN OF THE WORLD

This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women’s lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately connected with what is happening around the world, including in our own homes and communities. In experiencing a “world of women,” we learn about the human struggles that unite and divide people across cultures in the modern world. This course fulfills the Social Science requirement on the Social and Historical Pillar in the Foundations Program. (Spring)

Staff/*Three credits*

HIS 393 FROM JESUS TO MUHAMMAD: THE NEAR EAST IN TRANSITION

This course examines the history of the Near East from 50 BCE to 750 CE. The course addresses a very critical period of transition for the Near East, one in which a variety of religious experiences structured the life of people in classical times and late antiquity. It analyzes broad social issues such as the changing patterns of urban rural interaction, the growing power and influence of marginal societies such as the peasants of Mesopotamia and the Bedouin of Arabia, the transformation of traditional authority and the emergence of effective new symbols of power. The course ultimately traces the significant developments by which the Near Eastern societies were transformed from classical Roman and Imperial Persian paradigms into a unified caliphate under the new religion of Islam.

Borsch/*Three credits*

HIS 397 PRACTICUM IN THE TEACHING OF HISTORY

On occasion, students with a special interest in teaching history may work as assistants in the planning, teaching, and evaluation of one of the department's introductory courses. Open only to juniors and seniors.

Staff/*Three credits*

HIS 389 SPECIAL TOPICS IN HISTORY

This course permits the study of selected topics in history. The topic normally changes each time the course is offered.

Staff/*Three credits*

HIS 390 INDEPENDENT STUDY

Open to highly qualified Junior and Senior history majors. Permission of the Chair is required.

Staff/*Three credits*

HIS 400 RESEARCH METHODS

This course introduces the historical method of research, writing, and analysis. It explores how historians construct and defend historical arguments and the many sources and implications of interpretive difference. (Spring)

Staff/*Three credits*

HIS 401 HISTORY PRO-SEMINAR

Designed primarily for history majors and minors in their junior or senior year, the Pro-seminar is formally linked to the History Seminar (HIS 402), taught by the same instructor in the same semester on a topic of the instructor's choice. The Pro-seminar offers a broad survey of an historical subject or period, while the Seminar provides an opportunity for in-depth study and independent research on a discrete topic. (Fall)

Staff/*Three credits*

HIS 402 HISTORY SEMINAR

A writing- and research-oriented course designed primarily for history majors and minors, the Seminar introduces students to the practice of historical scholarship. Students intensively study an historical problem or subject, and they conduct individual research on different aspects of the seminar topic. Previous seminars have treated the American Revolution, Slave Narratives, Renaissance Humanism, the Holocaust, Salem Village Witchcraft, the Dreyfus Affair, the Vietnam War, and World War II in the Pacific. The seminar is taken in conjunction with a Pro-seminar (History 391), a course providing background and context for the seminar topic. The Pro-seminar is taken in the same semester as the Seminar, usually in the junior or senior year. (Fall)

Staff/*Three credits*

AAS 350 AMERICAN ANTIQUARIAN SOCIETY AMERICAN STUDIES SEMINAR

Each fall, the American Antiquarian Society and five Worcester colleges and universities sponsor an interdisciplinary research seminar focusing on a different aspect of early American history and culture. The seminar topic and research methods combine several disciplines, and students from a wide variety of majors have participated successfully in this unique undergraduate opportunity. Recent seminar topics have included "Puritan Captivity Narratives and Native Stories," "America's Environmental Histories," and "Sexualities in Early America." The seminar meets at the American Antiquarian Society and is conducted by a scholar familiar with the Society's collections. The seminar topic for Fall 2024 is "Living in New England in the Age of Revolutions," led by Prof. Joseph Adelman (History, Framingham State University). Selection is highly competitive. The participating students are chosen by a screening committee made up of representatives from the five participating institutions: Assumption University, Clark University, College of the Holy Cross, Worcester Polytechnic Institute, and Worcester State University. This seminar fulfills the HIS 400 Research Methods requirement for History majors and minors. (Fall)

Staff/*Three credits*

GRADUATE SCHOOL PREPARATION

The History Department is strongly committed to preparing interested students for graduate work in History by fostering the critical skills necessary for success. Faculty mentor students who aspire to master's or PhD-level work and assist those students

in selecting a graduate program, preparing graduate school applications, and narrowing the field of study. Those interested should consult with the History Chair or any faculty member in the History Department.