HISTORY

Chair, Associate Professor John Turner
Professors Paul Josephson, Rafael Scheck, Larissa Taylor, and Robert Weisbrot; Associate Professor John Turner; Assistant Professors Arnout van der Meer and Sarah Duff; Visiting Assistant Professor Viktor Shmagin; Faculty Fellows Danae Jacobson and Erik Reardon; Visiting Instructor Lauren A. Parker

Of all the disciplines in the humanities and social sciences, none is more oriented to understanding the present and considering the potential future than history. In a time of profound uncertainty—of accelerating climate change, increasing political polarization, economic instability, and ongoing social change—history provides the tools for making sense of an often troubling present. Historians are acutely aware that the present could have turned out differently, and that the future is, thus, always available for change. This awareness of radical contingency means that historians are particularly well positioned to show that the familiar patterns of world events, current systems of power, and social configurations, for instance, were all caused by many complex and intersecting forces, ranging from the actions of individuals to shifts in regional economies, and from the spread of disease to natural disasters.

In other words, history defamiliarizes the present. History demands that we understand that present institutions, norms, and systems are all still caught in the process of change. Even more important, history provides us the tools with which to make sense of the relationship between the past and the present. Historical thinking draws attention to the categories we use to understand society in the present, and thus, to understand the past without imposing contemporary norms or categories of identity; it emphasizes that the past is accessible through a range of sources—written and oral, official and personal—but which are fragments, and which need to be read critically; and that there are a range of ways of reconstructing the past. Every group of people across time has told its own history differently, and although guild historians are trained to make sense of the fragmentary, contested status of the archive, their research is informed by the understanding that they are constantly in conversation with other scholars.

Our research, as professional historians and thus as creators of new knowledge, is at the core of our pedagogy. Much as physicians learn, improve, and hone their craft by practicing medicine, historians learn through the practice of writing history. We engage in searching out new questions and digging for new answers; piecing together the puzzle provided by our sources as we creatively look for new ways to build new vistas for exploration. Doing this work enlivens our classrooms and puts our students on the cutting edges of our fields. But, we do much more than train future historians. We are inculcating a way of creative problem solving, sifting through mounds of data, discerning the right questions to ask of it, and articulating a compelling argument as to the meaning of it, that is a core component of participating in the modern knowledge economy. At the center of this is learning to read effectively, deeply, and critically and then synthesizing/distilling it to its essence. Our students emerge better equipped to process the world around them, ask questions that are steeped in context, with depth and nuance, leading to better identification of problems and thus more useful solutions.

History, then, provides students with three sets of skills, all of which are vital for navigating a present that is saturated with an apparently never-ending flow of information. Understanding history helps with navigating complexity and uncertainty. First, it teaches students to identify and recognize the categories and structures that they use to understand their own contexts, and how, then, to suspend these while understanding societies and pasts different from their own. They develop a deeper capacity for empathetic understanding of difference. By this we mean not historical relativism, but the ability to provide context for the actions, decisions, and experiences of people in different ages and circumstances. Second, it requires that students learn to read a variety of texts and sources—some very difficult to comprehend at first glance—critically. We help students to build informational literacy, how to read closely, and how to ensure critical consumption of information by working with primary sources, archives, maps, material objects, and books so as to foster creativity and originality in thinking about the past. Thus, they come to recognize that history can be mined from a wide diversity of sources that do not fit one mold. And third, it teaches students how to argue: how to put to use fragmentary and occasionally contradictory evidence to produce nuanced and complex arguments that demonstrate how the past shapes the present, and how, nonetheless, the present remains contingent.

Requirements for the Major in History

Eleven semester courses in history (of at least three credits each), to include History 276 (Patterns and Processes in World History); two 300-level courses; a senior research seminar at the 400 level; and at least one course in each of three areas: Category I (Africa, Asia, and world history), Category II (Europe, Russia, and the USSR), and Category III (Colonial and Native America/United States). At least two courses must be in premodern history, as designated by the department (a detailed list of the distribution of courses among the fields is available on the department website).

Of the 11 courses for the major, no more than three may be at the 100 level. The two 300-level courses must be taken at Colby. All majors must also take a designated senior seminar (400-level) taught by a departmental faculty member in which they write a major research paper. The two 300-level courses and the senior seminar may also count toward fulfilling an area requirement. Students who choose to do an honors thesis during their senior year are still required to complete the senior seminar requirement. Many of these students choose to do the senior seminar in their junior year.

Up to three semester courses in history may be taken from historians at other colleges and universities in the United States and abroad. Please consult with the department chair if you have questions about nondepartmental courses that are approved for the major.

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken
satisfactory/unsatisfactory. No course will count for the history major if the grade is lower than C-. Seniors with a GPA of 3.75 or higher in history courses will graduate with “Distinction in the Major.”

Honors in History

Admission to the yearlong honors program requires at least a 3.5 grade point average in the history major and approval by the department. Honors projects signify a serious engagement with independent scholarship; interested students should plan to devote a large portion of their academic time to the project during their senior year. Students should begin planning for the honors project by the end of the spring semester of their junior year and, at the discretion of the history professor who agrees to act as honors advisor and following approval of a detailed research proposal by the department faculty as a whole, may be admitted in the first semester of the senior year to the honors program. A total of up to eight credits may be given for the year, including January Program credit. The honors thesis must receive at least an A- grade for the student to graduate with “Honors in History.” For specifics on the procedures and expectations for Honors in History, as well as guidelines for writing the research proposal, please refer to the History Department’s website.

Course Offerings

[HI106] Greek History Listed as Ancient History 158. Three or four credit hours. H.

[HI111f] Europe from the Classical World to the Religious Wars An interdisciplinary survey of European history from preclassical Greece to 1618. We will examine changing attitudes toward gender and sexuality; concepts of persecution, repression, and tolerance; religious conflict; reactions to disease; and economic disparity and slavery. Larger themes include the classical legacy; development of law codes; church and state; revival of cities; Crusades; the New World; and the Renaissance, Reformation, and religious wars. Focus is on the critical analysis of primary sources, class discussion, and development of writing skills. Four credit hours. H, I. TAYLOR

[HI112s] Mentalities, States, and Societies in Europe since 1618 Does modern European history advance toward specific goals (such as democracy, freedom, rationalization, social equality, secularization, mass consumerism, integration)? How have mentalities, state forms, ways of living changed? What has set Europe apart from the wider world? An introduction to four centuries of an eventful and exciting history that has shaped not only Europe but the world of today. Seeks to promote understanding for, and appreciation of, different mindsets and social circumstances in an ethnically and culturally diverse, evolving environment. Four credit hours. H, I.

[HI120A] Spotlight on History: The Lincoln Assassination On April 14, 1865, John Wilkes Booth shot Abraham Lincoln while the president was enjoying a play at Ford's Theater. The crime threw the nation—torn by civil war—into further chaos and, by bringing Andrew Johnson to the presidency, exerted a powerful effect on Reconstruction specifically and American history more broadly. Students will learn about the assassination and about the discipline of history: how historians do research using a variety of sources, analyze their findings, write in discipline-specific ways, and situate their scholarship within the pertinent literature. Students will also learn how to use the College libraries' abundant resources in the most effective way. Four credit hours. H, W1.

[HI120Cf] Spotlight on History: The Holocaust and Genocide in Europe What do the Armenian genocide, mass violence in the Stalinist Soviet Union, the Holocaust, and "ethnic cleansing" in Yugoslavia have in common? What differentiates them? Focus is on survivor testimony and historians' debates on the motives of the perpetrators, the experience of victims, and ways of coming to terms with the past. Four credit hours. H, W1, I.

[HI120D] Spotlight on History: Becoming Chinese American In mines and factories, on plantations and railroads, Chinese immigrants helped build the United States. Driven abroad by turmoil in China, but often intending to return home, they found themselves caught between competing nations, their stories often wrapped in and erased by Orientalist discourses of exoticism, peril and deviancy. This process-oriented writing course explores the contested spaces of Chinese American history, with particular focus on the relationship between writing and the production of historical knowledge. Student research and daily writing will focus on archival and primary source materials including newspapers, congressional hearings, photographs, memoirs, and Chinese American literature. Four credit hours. H, W1, U.

[HI120Efs] Spotlight on History: World Revolutions World revolutions in the 20th century transmitted the energy of ideological fervor, violent iconoclasm and radical justice beyond the bounds of Europe. The great socialist revolutions in Asia, Eastern Europe and Latin America can be viewed as the diffusion through ideological and artistic forms of a utopian tradition that sought to change the world by reinterpreting it. Revolutionarism activism was made accessible to the masses as visual art, political pamphlet, literary narrative, film and slogan. This process-oriented, archive and object-centered course foregrounds research with these primary sources, enabling student engagement with methodological questions of how we understand, historicize, and curate revolution as a global phenomenon. Global lab. Four credit hours. H, W1. PARKER

[HI131f] Survey of U.S. History, to 1865 A general overview of key issues and events in U.S. history from the age of settlement through
HI132s  Survey of U.S. History, 1865 to the Present  The rise of national power and its implications for American democratic values.  
   Four credit hours.  H, U.  REARDON

HI138f  America from the Roaring 20s to the Great Depression  Why did racial, religious, cultural, and regional tensions tear at American society in the years after World War I, a time of soaring production, consumption, and living standards? Why did the nation's vaunted prosperity give way in 1929 to the greatest economic collapse in American history? How did people cope with hard times over the next decade? How did their responses transform American values, culture, and politics? Prerequisite: Concurrent enrollment in English 138. Elect Integrated Studies 138.  Four credit hours.  H.  WEISBROT

[HI140]  Sharia (Islamic) Law  An introduction to how Islamic law functions and why it takes the shape that it does. We will explore the nature of religious, as opposed to secular, law. How is sharia formulated? Who has control over it? How is it applied and how have its applications changed over time? To answer those questions, we will consider different philosophies of law, explore a variety of approaches to the interpretation of law, and examine different institutional embodiments of law. We will see that the Islamic legal systems are pluralistic and see how they differ from the U.S. legal system.  Four credit hours.  H.

HI141f  Genocide and Globalization: 20th-Century World History  The terms genocide and globalization aptly describe the long 20th century in world history, which begins in the 19th century with the "opening" of China and Japan, German unification, and the onset of imperialism. By focusing on the roots and the context, the history of the 20th century as well as present tensions in the Middle East, Ukraine, South China Sea, etc. are easier to understand. The focus will shift from national (Germany, United States, China) to regional (Europe, Africa, Americas, Asia) to global perspectives. Introduces the major relevant ideologies and systems, such as nationalism, National-Socialism, fascism, communism, capitalism, social democracy, imperialism, decolonization, total war, genocide, and globalization.  Four credit hours.  H, I.  VAN DER MEER

HI149f  Modern Utopias: From the Satanic Mills to Silicon Valley  Looking at England's "dark Satanic Mills" in the early 1800s, the poet William Blake proclaimed that he would not sleep "till we have built Jerusalem in England's green and pleasant land." We will examine attempts to reshape states, economies, urban space, and individuals during the last two centuries. Topics will include early forms of "utopian" socialism, the modernization of 19th-century Paris, the New Town movement in Britain, Hitler's plans for Berlin, Soviet cities, industrial and agrarian utopias in post-colonial Africa, and Silicon Valley's techno-utopianism. Satisfies the Historical Studies (H) requirement. Prerequisite: Concurrent enrollment in Government 149A and 149B; elect IS149.  Four credit hours.  H.

[HI154]  Roman History  Listed as Ancient History 154.  Three or four credit hours.  H.

[HI173]  History of Latin America, 1491 to 1900  Listed as Latin American Studies 173.  Four credit hours.  H, I.

HI183f  History of the Premodern Middle East  The history of the Middle East from the rise of Muhammad to the rise of the Ottomans and Safavids. The spread of Islam, the development and application of religious and political authority, the Umayyad and Abbasid dynasties and their successors, the development of Islam in both its formal and more folk forms, the development of literature, art, science, and society. Gives a broad and deep understanding of the Middle East that will allow for more nuanced interpretations of current events grounded in an understanding of the long historical context.  Four credit hours.  H, I.  TURNER

HI184s  History of the Modern Middle East  The history of the Middle East from the post-Suleymanic Ottoman Empire to the present. Examines the fall of the Ottoman and Safavid empires, the rise of Western dominance, the struggle for independence, attempts at reform, the Arab-Israeli conflict, oil, the Iranian revolution, the Gulf War, the rise of Islamist movements, and ongoing repercussions. Particular focus on the interplay between religion and politics and the nature of power and authority. Designed to give the historical background necessary for understanding current events in the Middle East in their proper context.  Four credit hours.  H, I.  TURNER

HI197f  History of Modern East Asia  This course opens in the late 18th century, and examines the actions of millions of people within recent memory that helped shape today's East Asia, one of the worlds major centers of population, economic activity, as well as cultural production and consumption. We will begin by examining the destabilizing impact of growing internal crises and Western imperialism during the 19th and 20th centuries. We will then study the rise of Asian nationalism, womens movements, understandings of race and class, the Pacific War, postwar recovery, and the Cold War. Focuses also on the influence of modern East Asian culture in world history.  Four credit hours.  H, I.  SHMAGIN

HI198s  Maritime History of the World  Although humans may be terrestrial mammals, humanity as a whole is amphibian. This course explores the role of the sea in shaping the material and intangible aspects of human culture. Topics covered include the sea as a source of sustenance and resources, a means of communication and transportation, a site of spiritual devotion and artistic inspiration, and as a
battleground. Students will also analyze the gendered aspects of human interactions with the sea, the impact of pollution and climate change, and will examine especially closely the lives of littoral and maritime communities. Students will attend lectures, engage in class discussions, complete reading assignments and essays, and work with primary sources to put together a final research presentation. Four credit hours. H, SHMAGIN

[HI211]  Lawgivers, Pharaohs, and Philosophers: Ancient Civilizations Study of ancient civilizations (from c. 3100 BCE to 350 BCE) beginning with the first urban developments and legal systems of Mesopotamia, extensive study of ancient Egypt from the First Dynasty of the Old Kingdom through the New Kingdom, Bronze and Archaic Age Greece, and the classical age. Emphasis will be on the concept of civilization, construction of laws and kingship, gender and ethnic diversity, and how the cultures of ancient civilizations influenced political, cultural, and economic developments in the Western past. Four credit hours. H.

HI212s  Games of Thrones: Medieval England and France Thematic study of medieval England and France from 1000-1500, with topics including the Norman Conquest; the Anarchy; the Becket controversy; Marital and Familial Conflict; wars within Britain; Regicide and Revolt; Hundred Years War; and the Wars of the Roses. Four credit hours. H. TAYLOR

[HI217]  Tudor England, 1485-1603 Focuses on the social, religious, political, economic, and nationalistic changes after the fall of the Plantagenet dynasty in 1485. After reading numerous biographies and primary sources, it will culminate in a research paper studying the history of one year based on primary sources from the period. Numerous out-of-class films will supplement class discussion and lectures. Previously listed as History 316. Four credit hours. H.

[HI224]  Germany and Europe, 1871-1945 What went wrong with Germany from the first unification to the catastrophe of Nazism? Examining the question of German peculiarities within the European context and the debate on continuities in recent German history. Focus on critical reading and writing skills and on understanding historical processes including patterns of exclusion and intolerance. Four credit hours. H, I.

HI226j  Cities from Scratch: A Global History of New Towns What does an ideal city look like? During the twentieth century, urban reformers believed that they could answer that question. They created holistic new towns that countered the sprawling, squalid, unjust, and polluted conditions of the metropolis. This course will explore the planners' goals for their cities and the messier realities, as well as how planned cities often became vehicles for political propaganda. Students will acquire a grasp of modern urban history, methods of analyzing both written and visual sources, and conduct a historical research project on a new town. Previously offered as HI297C (Jan Plan 2019). Three credit hours. H. MEREDITH

[HI227]  Russian History, 900-1905: Orthodoxy, Autocracy, and Nationality The cultural and social history of Russia. Topics include Kievan Rus', the rise of Moscovy, the westernizing influence of Peter the Great, and the development of serfdom and autocracy. Focus on Russia's self-identity as Western or Eastern and on the challenges of building civil society. Four credit hours. H, I.

HI228s  The Russian Empire: Soviet History and 20th-Century Revolutions The people of the Soviet Union lived through three revolutions (1905, 1917, 1991) and two world wars. Their leaders forced the pace of modernization and subjected their own citizens to class war, arrest, and execution. An exploration of the last days of Tsarism, of Leninism and Stalinism, and of the forces leading to the Gorbachev revolution and breakup of the Soviet empire. Prerequisite: Sophomore or higher standing. Four credit hours. H, I. JOSEPHSON

[HI230C]  In Search of a Strong Man: Greece in the Fourth Century Listed as Classics 234. Three credit hours. H, I.

[HI231]  American Women's History to 1870 An examination of key themes in the varied lives of women in America from colonial times to the end of the Civil War, such as their relationship to the public sphere and politics; women's work in the contexts of household production, early industrialization, and slavery; women and citizenship in the new republic; and women, religion, and social reform. Four credit hours. H, U.

[HI232]  American Women's History, 1870 to the Present An exploration of critical topics in the history of women in America from Reconstruction to the present, including the struggle for suffrage, black women in the aftermath of slavery, women and the labor movement, the impact on women of two world wars, birth control and reproductive freedom, women's liberation, the feminization of poverty, and the backlash against feminism. Four credit hours. H, U.

[HI233]  Native Americans to 1850 Through readings, discussions, and films, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include pre-contact Indian societies; contact and conflict with explorers, traders, missionaries, and settlers; warfare and society; the struggle against early American expansion; Indian removal in the East; and the Trail of Tears. Four credit hours. H, U.
HI234f  Native Americans since 1850  Through reading, discussion, and film, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include warfare and removal in the West, cultural repression, boarding schools, Indian soldiers and code talkers, urban migration, termination, Indian activism and revival in the 1960s and 70s, and the ongoing struggle for sovereignty, recognition, and prosperity.  Four credit hours.  H, U.  REARDON

[HI239]  The Era of the Civil War  A social, political, and cultural survey of the Civil War, its origins, and its aftermath. Was the war a watershed in American history, as historians have commonly suggested? And if so, what kind of watershed?  Four credit hours.  H, U.

[HI241]  History of Colby College  Through readings, lectures, discussion, presentations, and independent research, students will learn about the history of Colby since its founding in 1813. Students will participate in writing the College's history by doing independent research projects on Colby's past using the abundant resources in Special Collections and elsewhere. Who is your residence hall named after? Why are our sports teams called the Mules? How did town-gown relations change when the College moved to Mayflower Hill? Who was Janitor Sam? Who was Mary Low? Discover answers to these and a multitude of other questions you never thought to ask.  Four credit hours.  H.

HI242f  Colonial North America  Through a continental perspective, explores the rich economic, social, and cultural diversity of the American colonies. We will consider the experiences, interactions, and conflicts of American Indians, Europeans, and Africans within the Spanish, French, Dutch, and English colonial empires in what is now the United States and Canada, from 1491 to the 1760s.  Four credit hours.  H, U.

HI245f  Science, Race, and Gender  Historical analysis of the concepts of race and gender in four different ways: their institutional basis, their scientific content, epistemological issues that surround notions of race and gender, and the cultural and social background of the scientists and science that developed from 1800 to the present. Consideration of importance of historical issues for contemporary society.  Prerequisite: Sophomore or higher standing.  Four credit hours.  N, U.  JOSEPHSON

[HI246]  Luddite Rantings: A Historical Critique of Big Technology  Adopting a technologically determinist argument, the instructor will subject to withering criticism the way in which Westerners, and in particular Americans, have embraced such technologies as automobiles, computers, reproductive devices, rockets, and reactors, with nary a thought about their ethical, moral, political, or environmental consequences. Students will be encouraged to argue.  Four credit hours.  H, U.

HI247f  African-American History, from Slavery to Freedom  Explores the experience of blacks in American society from colonial times through the present. Subjects focus on racism, slavery, the role of African Americans in shaping the nation's history, and the ongoing struggle for equality. In exploring these historical developments, the course aims to expose students to a range of primary and scholarly sources; to hone critical thinking and interpretive skills; to help students write clearly, concisely, and precisely; and to foster clear, logical, and informed exchanges of ideas.  Four credit hours.  H, U.  WEISBROT

HI248s  Nuclear Visions, Environmental Realities  Examines the environmental history of nuclear power, peaceful and military. Using a variety of materials from a variety of disciplines and genres of human expression, students will consider the impact of military and civilian nuclear technologies on the environment, including human, machine (nuclear technology), and nature interactions. In a strongly interactive approach, using such primary sources as films, maps, archival documents, political cartoons, letters to the editor, beauty pageants ("Miss Atom"!), and photographs, they will engage questions of energy, nature, and landscape.  Environmental humanities course.  Four credit hours.  H, I.  JOSEPHSON

[HI250]  History of Modern China: Everyday Life and Revolution  Introduces students to the history of modern China from the Qing Dynasty to the present day, focusing on the changing relationship between revolution and everyday life. Lectures and discussions will introduce a big picture survey of Chinese history, as well as opportunities for in-depth investigation into select case studies that illuminate the everyday lives of Chinese people on the ground. Students will master the chronology of modern Chinese history and develop skills in critical historical analysis. Credit cannot be earned for both this course and History 197, History of Modern China (Fall 2015).  Four credit hours.  H, I.

HI255s  Histories of Southeast Asia: Slavery, Diasporas, and Revolutions  Southeast Asia is one of the most dynamic economic and cultural regions in the world and central to Obama's pivot to Asia. Consisting of the modern states of Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam, the region has been a crossroads for people, cultures, flora, and fauna for millennia, making it one of the most diverse in the world. We trace its long history from the Hindu-Buddhist kingdoms that produced Angkor Wat and the Borobudur to the present by focusing on three cohesive themes: slavery, diasporas, and revolutions.  Four credit hours.  H, I.  VAN DER MEER
HI272 History of Mexico: Rights, Resistance, and Justice  Listed as Latin American Studies 272.  Four credit hours.  H, I.

HI275 Strongmen and Populism in Modern Spain and Latin America  Listed as Latin American Studies 275.  Three credit hours.  H, I.

HI276s Patterns and Processes in World History  An introduction to patterns and processes in world history. Themes include the evolution of trade and empire, global balances in military and political power, impacts of disease, the evolution of capitalism, slavery and its abolition, global migrations, industrialization, imperialism, and decolonization. Students read essays and study maps of historical patterns and processes and write essays to hone their critical-thinking and writing skills.  Four credit hours.  H.  DUFF, VAN DER MEER

HI277 The Maya  Listed as Latin American Studies 277.  Four credit hours.  H, I.

HI285f Foundations of Islam  A comprehensive introduction to the Islamic religious tradition focusing on the formative early period (seventh-11th centuries CE) and to contemporary interpretations and adaptations. Explores the nature of religion, religious knowledge, practice, identity, law, gender, and the nature of the divine. Analyzes the foundational beliefs, diversity, and social constructions within Islam by examining the early texts (the Qur'an, hadith/sunna), their interpretations, and their application through time. No prior knowledge expected.  Four credit hours.  H, I.  DUFF, VAN DER MEER

HI297f History of the U.S. West  Considers changing constructions of the U.S. West. Discover how the West is a mythic place that has created many American icons and narratives, including the frontier, Hollywood, and the "Wild West." Investigate the West as a historic place where contest, violence, and convergences of unlikely people unfolded. Asks what the West meant to Indigenous peoples like the Comanche and Coast Salish; how Mexican-Americans and formerly enslaved people experienced it; and the ways travelers on the overland trail, explorers, and religious seekers described it. Uses novels, histories, first-hand accounts, visual art, and film, to explore thematic topics illuminating how the West changed over time, how the diverse people who called it home understood it, and how the West relates to the rest of the U.S.  Four credit hours.  H, U.  JACOBSON

HI297Aj Cuban Revolution  Listed as Latin American Studies 297.  Three credit hours.  H, I.  BALDACCI

HI297Jj America's Whitest State? Immigration in Maine, Yesterday and Today  Maine is often called "America's whitest state," a term that obscures the state's rich history of immigration. In this interactive, discussion-based course, students will explore how the state and its residents have responded to and been shaped by various waves of immigration to the state, from English and French farmers in the early 19th century, Irish and French Canadian mill workers and Lebanese Christians in the late 19th and early 20th centuries to Somali, Iraqi, and Syrian immigrants today. In addition to studying books, articles, and films, students will deliver an oral, multimedia presentation. They also will have the opportunity to meet many ~SNew Mainers~T as guest speakers and explore the diverse cultures of Waterville, Augusta, Lewiston, and Portland.  Three credit hours.  H, U.  ASCH

HI298As South Africa, Ambivalent Nation  South Africa as we know it today has been in existence for a fairly short period of time. Its borders were drawn in 1910; but it was only in 1994 that all people within those borders were considered to be full citizens of a South African nation. We'll trace the long and contested histories of this region and the many groups of people who have lived within it, from the fifteenth century, through colonization, segregation, apartheid, and democracy. Students will gain a knowledge of the regions history and historiographical debates, and learn how a range of primary sources shape historians interpretation of the regions past.  Four credit hours.  H, I.  DUFF

HI298Bs Historical Roots of Today's Social Activism  Black Lives Matter. Me Too. The Sunrise Movement. Standing Rock. These things did not emerge from nowhere. We will investigate topics as wide-ranging as slavery, sex work, national parks, labor strikes, and mineral rushes, analyzing on regional and national scales the deeper histories and contexts of these movements in the lands that became the U.S. We will consider how Asian, Indigenous, and New Mexican people were racialized differently than white Americans and Africans. We will analyze gender alongside of race and class. We will investigate the long history of Indigenous resistance and the environmental movement. This thematic course is a blend of discussion-based and lecture format, and students will have creative opportunities to investigate topics that interest them most.  Four credit hours.  H, U.  JACOBSON

HI298Cs Taikun to Trump: A History of East Asia and the West  Examines the myriad relationships and contacts between East Asians and Westerners. It will examine East Asian and Western concepts of "otherness," initial 16th and 17th century contacts, and explore the role of Western commerce, nationalism and racism, as well as the industrial revolution, on East Asia in the 19th and 20th centuries. Students will assess the role modern ideologies, total war, personal contacts, East Asian economic recovery and diplomacy played in ushering in paradigm shifts in East Asia-Western relations. They will engage in class discussion, complete reading assignments and essays, and work with primary sources to complete a substantial research project.  Four credit hours.  H, I.  SHIMAGIN
[HI317] **Universities, Cathedrals, Courtly Love: 12th-Century Renaissance**  
An exploration of the 12th-century renaissance—the moment during which universities first develop; Gothic cathedrals and churches are built all over northern Europe; literature in the form of Arthurian legends, courtly love, and fabliaux reach all levels of society; and speculative philosophy and theology engage the minds of the leading thinkers. Concentrating on Paris between 1100 and 1250, exploring the culture of this period through interdisciplinary studies.  
*Four credit hours.*  
**H.**

[HI318] **From Renaissance to Revolution: Early Modern France**  
Seminar will focus on France from the Renaissance and Religious Wars through the so-called Splendid Century and age of Louis XIV, the explorations and settlement of New France, and the Enlightenment, Revolution and Terror. Emphases will be not only on political history, but also on social history, gender, race and slavery, and class during a period of major change and shifting European and Atlantic alliances.  
*Four credit hours.*  
**H.**

[HI319f] **Sexuality and Disease in Premodern Europe**  
An exploration of the attitudes toward the body from late antiquity to the end of the 19th century. We will focus on the attitudes of church, state, and ordinary people toward sexuality. How were men and women judged differently? How did medieval and early modern people conceive of their bodies in relation to others and to God? What were attitudes toward homosexuality, prostitution, and non-marital relations? How did law treat what they saw as sexual offenses? We will also study the growth of medical faculties at universities, diseases, gynecology, contraception-abortion, and childbirth.  
*Four credit hours.*  
**H, I.**

TAYLOR

[HI320] **Joan of Arc: History, Legend, and Film**  
A critical examination of one of the most famous figures in history within the context of 15th-century French history and particularly the Hundred Years War with England. Focus will be on the role of narrative and interpretation in the understanding of history from the time of Joan of Arc to our own through extensive reading of primary sources.  
*Four credit hours.*  
**H, I.**

[HI321] **The First World War**  
Covers the origins of the war, its impact on European societies, the experience of soldiers and of civilians on the home front, and the war's long-term legacy in Europe and the wider world. Focus on the meaning of total war, patterns of intolerance and persecution, the crusading spirit, and the sheer scale of violence. Includes an individual research component.  
*Prerequisite:* A W1 course.  
*Four credit hours.*  
**H, W2, I.**

SCHECK

[HI322f] **Europe and the Second World War**  
Seeks a deeper understanding of the origins of the war, its military, civilian, and diplomatic aspects, and its effects. Focuses on Nazi-dominated Europe and the dynamics of repression, resistance, collaboration, and accommodation. Includes debates on crucial aspects of the war and a strong research component. Goal is to understand historical processes in their dramatic and unsettling openness—important, as the outcome of the war was initially hard to predict, leading many Europeans to make decisions based on false expectations.  
*Prerequisite:* Sophomore or higher standing.  
*Four credit hours.*  
**H, W2, I.**

[HI324s] **History of Gender and Sexuality in Antiquity**  
This seminar will focus on ideals and realities of gender and sexual roles in the classical tradition of Greece and Rome and the impact of Christianity in its first four centuries. In the classical world, how were masculine and feminine roles defined? How did society deal with transgression of gender norms? How did philosophers, playwrights, satirists and commentators address pederasty, same-sex relations, and heterosexuality? In the first two centuries of Christianity, women had a prominent role that became circumscribed as the Church Fathers delineated the ‘proper’ roles of men and women and increasingly emphasized virginity and chastity as the desirable goal for Christians.  
*Four credit hours.*  
**H, I.**

TAYLOR

[HI327f] **Daily Life under Stalin**  
Many workers and peasants, and of course political elites, supported the Stalinist system, overlooking, discounting, or even justifying the great human costs of collectivization, industrialization, and the Great Terror as needed to create a great socialist fortress. An examination of the nature of regime loyalty under Stalin, making extensive use of primary sources.  
*Prerequisite:* Sophomore or higher standing.  
*Four credit hours.*  
**H.**  
**JOSEPHSON**

[HI328] **Daily Life Under Putin**  
Most students know of Vladimir Putin through American mass media and consider him to be undemocratic. Yet they know little of his domestic and foreign policy, or the sources and rationale behind them. Based on close reading and discussion of primary and secondary sources, we shall examine the importance of the Soviet cultural and political heritage for Putin and Putinism, Putin’s efforts to recreate a new Russian superpower, and the sources of public approval for his rule. We will examine continuity and change in economic programs, institutions, political culture, and Russian values and beliefs.  
*Four credit hours.*  
**H.**

[HI330s] **Global Histories of Food**  
How do we write the history of food? Not only does food encompass a range of activities and ideas, but it is also intertwined with how we construct identities, formulate relationships, and organize societies. This course focuses on how food is implicated in the making of gendered, racial, and ethnic identities, and particularly in the contexts of imperialism and nationalism, slavery, nineteenth- and twentieth-century migration, and industrialization. Provides students with an overview of some themes in food history, and will teach them how to think with food. Students will also learn how historians conduct research. Previously offered as History 398 (Spring
HI334f  The Great Depression: America in the 1930s  The Depression of the 1930s was the most devastating economic collapse of modern times. How did it happen? The 1920s had been the most prosperous time in American history, and many forecast ever-higher living standards. Instead the economy went into a tailspin that affected every group and region and posed a crisis of faith in capitalism. How did Americans cope and how did they experience their values and behavior? In what ways did the federal government respond, to what ends, and with what consequences? In exploring these questions, the course will also help students to read critically and to write clearly, concisely, and precisely. Previously listed as HI398D (Spring 2016).  Four credit hours.  H, U.  WEISBROT

[H1337]  The Age of the American Revolution  The American revolutionary period (c. 1760-1820), blending political, social, intellectual, and cultural history from 18th-century America as a society built on contradictions (liberty and slavery, property and equality, dependence and independence) through the rebellion against Britain to the democratic, slave-owning, egalitarian, libertarian, and hyper-commercial world of the early republic.  Four credit hours.  H, U.

HI338  History in Reverse: Backwards through the Records from Now to Then  Professional historians are often drawn to the field by their interest in or concern about current affairs, whose historical roots they seek to understand. Similarly, we will begin by focusing collectively on a contemporary issue, problem, or development (such as the presidential candidacy of Hillary Clinton or the collapse of the paper industry in central Maine), and then trace backwards through the relevant historical records for evidence of causation and contingency. Students will then choose a topic of interest and repeat the process, developing skills in effective research, clear and precise writing, critical source analysis, and oral presentation.  Four credit hours.  H.

HI342s  Crisis and Reform: American Society and Politics in the 1960s  The utopian hopes for government during the Kennedy and Johnson years, both in solving social problems and in containing communism around the world. Readings focus on the shaping of federal policies, their domestic and global impact, and the cultural and political legacy of this era.  Prerequisite:  Sophomore or higher standing.  Four credit hours.  H.  WEISBROT

HI348s  U.S. Environmental History  Examines the complex interplay between nature and culture throughout American history, illuminating humanity's evolving relationship with the natural world and the ways the environment has shaped human history. Following a survey of Native peoples and the changes brought about by European colonization, we will tackle themes associated with the Western frontier, industrial expansion, conservation, and the emergence of ecological thinking. Lastly, we will explore the historical roots of large-scale social and political movements including progressive era conservation, 20th-century environmentalism, and more recently, sustainability. Previously offered as History 397 (Fall 2018).  Four credit hours.  REARDON

HI352  Asian Migrations  Since the Cold War, academics and policymakers have understood Asia as a map clearly delineated by the borders of modern nation-states and further divided into three Asias: South, Southeast, and East. Introduces migrations as a category of historical analysis to un-map Cold War-era understandings of Asia and generate a new trans-regional awareness of the Asian world. Examines the migrations of people, language and culture, capital, and things across Asia from early modern history through the Cold War. Students will engage with cutting-edge research on Asian migrations and contribute to this growing field with an original research project.  Four credit hours.  H, I.

HI362  History of Egypt  Focus on the cultural, social, and political development of Egypt from the seventh-century conquest to the fall of Mubarak. Particular points of focus are state formation, development of nationalism, definition of religious and political identities, power relations, the struggles for control over resources and for independence, and Egypt's place in the power matrix of the Middle East. Through reading primary sources and secondary scholarship, students will come to a deeper understanding of the nature of history and historical processes. They will learn how to critically assess the arguments of history and the deployment of historical memory and how to articulate their assessments through writing papers and sitting exams.  Four credit hours.  H, I.

HI375  Religion and Unbelief in Modern Latin American History  Listed as Latin American Studies 373.  Four credit hours.  H, W2, I.

HI377  Imperialism, Decolonization, and Modernity in Southeast Asia  Explores the fascinating multicultural history of Southeast Asia—crossroads of the world and one of the fastest growing economic and cultural regions in the world today—from the 18th century to the present. By studying the processes of exchange beginning in the period of colonialism and imperialism, students will trace the emergence of Southeast Asian states—foremost Cambodia, Indonesia, Laos, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam—and their hybrid national cultures through decolonization into our contemporary era.  Four credit hours.  H, I.

HI381  Women and Gender in Islam  A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender
in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings.  

Four credit hours.  

[HI388] History of the Crusades  

Exploration of the historical circumstances of the Crusades primarily from a Middle Eastern perspective. The goal is to foster a broader understanding of the sociopolitical, religious, and economic forces driving the Crusades and their effects on the Middle East. Focus primarily on the Crusades of the 11th-13th centuries, but consideration is also given to their legacy and long-term effects. The nature of "holy war" from both Christian and Islamic perspectives, the nature of Christian-Muslim conflict, armed conflict in a premodern context, and whether there was such a thing as an East vs. West conflict.  

Three credit hours.  

HI389s History of Iran  

Focus on the cultural, social, and political development of Iran from the rise of the Safavid dynasty to the election of Muhammad Khatami in 1997. Particular points of focus: state formation, the influence of the West on 19th-century economic and intellectual development, 20th-century internal struggles between the religious and political elite, the effects of oil and great power intervention, the rise of activist Islam and the revolution, the war with Iraq, and life after Khomeini.  

Four credit hours.  

HI397f Race, Labor, and Gender in the Nineteenth-Century U.S.  

An examination of the interrelatedness of race, labor, and gender, and consideration of how ideas about these themes changed over the course of the nineteenth century. We will study broad topics, such as whiteness / blackness, freedom / slavery, and plantations / factories. This course also takes a continental approach and moves outside of the east, south, and north to think about how people labored in the west. We will consider how Asian laborers, Indigenous people, and New Mexicans were racialized differently than white Americans and Africans. We will analyze gender alongside of race, as we learn about who did what jobs in the nineteenth century.  

Four credit hours.  

HI397Bi Africa in New England, New England in Africa  

Traces long histories of connection between Africa and New England in the nineteenth- and twentieth-centuries. It does so by focusing on four collections of papers held by Colby’s Special Collections. Students will, thus, gain an understanding of themes in modern African, trans-Atlantic, and New England history, but they will also learn how to conduct archival research. They will produce either a research essay based on original, archival research, or an exhibition to be displayed in Special Collections.  

Four credit hours.  

HI397Ci Special Topics in Premodern Chinese History  

Current-day observers are often surprised at the "rise” of China. And yet, China has historically played a leading role in the political, economic, and cultural history of the world. This course examines the history of China from the emergence of complex society there in the 3rd millennium BCE until the mid-18th century CE. During the first half of the course, students will receive a grounding in premodern Chinese history. For the second half of the course, the instructor will suggest a range of readings on various themes, such as religion, gender, war, and others, and students will then choose which themes the class will focus on.  

Four credit hours.  

HI398s Atlantic World and Beyond: New England in Global History  

Over the past several decades, the forces of globalization have increasingly brought distant communities and regions across the world into closer contact with one another. For New England and the Northeast these global relationships extend far deeper into the past, reaching across the Atlantic World to points throughout globe. Familiar landscapes hold histories of European exploration, settler colonialism, and imperial warfare. New England’s natural resources occupied central positions within trans-Atlantic trade networks and European commodity markets. Focusing on these and other historical themes, this course will examine New England’s regional history from a global perspective.  

Four credit hours.  

HI398As Cold War in Latin America  

Listed as Latin American Studies 398.  

Four credit hours.  

HI398Bs Maine in Japan  

In the 19th and 20th centuries Mainers in Japan toured Japan extensively, proselytized Christianity, represented the interests of the US government, and fought against the Japanese Empire during World War II. The Special Collections of Colby, Bowdoin and Bates Colleges hold a wide variety documents from alumni whose lives took them to Japan. Students will conduct hands-on work with primary documents from all three colleges and compliment their primary source research with assigned readings on modern Japanese history. They will participate in class discussions, complete several in-depth writing assignments, and prepare a final research presentation. Humanities lab course.  

Four credit hours.  

HI398Cs United States as an Empire  

Thomas Jefferson famously described the U.S. as an “Empire of Liberty,” to distinguish the U.S. from negative examples of imperial power. Yet, scholars have shown how the U.S. was and is an empire — and not just Jefferson’s exceptionalist version. This course will interrogate and explore the U.S. as an empire, in both its continental expansions in the nineteenth century and its global expansions in the nineteenth and twentieth centuries. We will explore interpretations of the U.S. as empire through multiple case studies, including what is now the U.S. West, Puerto Rico, the Philippines, and Hawaii. Special attention will be paid to the central role of culture, religious and humanitarian impulses, the environment and public health, and traditional political concerns.  

Four credit hours.  

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Colby College 2019-2020 Catalogue
Research Seminar: History of Fear in Europe, 1300-1900  
An exploration of how fear and different forms of communication or rumor influenced the course of European history in the medieval and early modern period. Case studies involve instances of anti-Judaism and anti-Islam, reactions to leprosy and syphilis, misogyny and demonology, xenophobia, and fear of death in all its forms from 1321 to 1888. Explores how changing communications from oral to semiliterate to journalistic culture influenced and changed history, marginalizing those outside the religious, gendered, ethnic, medical, and socioeconomic norms of society at a given time and place. Prerequisite: Sophomore or higher standing; prior course in ancient, medieval, or early modern history recommended.  
Four credit hours.  

Research Seminar: Debating the Nazi Past  
Explores the political and social dynamics of the Third Reich, the charisma and importance of Hitler, the choices of ordinary Germans, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. Focus on critical research, reading, and writing skills, and on understanding historical processes including patterns of exclusion and intolerance and charismatically underpinned violence. Includes major individual writing project. Prerequisite: Junior or senior standing.  
Four credit hours.  

Research Seminar: Death in the West: A History  
This seminar will explore historical attitudes to death, burial and the afterlife from ancient Egypt to early modern Europe, comparing and contrasting beliefs about the body after death, folklore about the undead and ghosts, ideas of rebirth and resurrection, heaven, hell and purgatory [in Christianity] and rituals associated with the dead, including relatives, saints and sinners. We will examine changing attitudes toward dissection, preservation of the body, and capital punishment. As science progressed? in the early modern period, we will look at the practice of body snatching for medical purposes and the popularity of anatomical theatres. Prerequisite: Sophomore or higher standing.  
Four credit hours.  

Research Seminar: Native Americans in New England  
An exploration of the experiences of Native Americans in New England within the broader context of American and Native American history and culture. How have Native Americans confronted racism, ignorance, and indifference to preserve their cultures and identities? The literary, artistic, and social contributions of natives to New England and to American life are examined closely. Prerequisite: A W1 course.  
Four credit hours.  

Research Seminar: The American Civil War  
An in-depth study of the Civil War in America, with a series of common readings on the war, including its causes, its aftermath, significant military and political leaders (e.g., Grant, Lee, Longstreet, Sherman, Lincoln, Davis), the experiences and impact of the war for women and African Americans, the impact of defeat on the South, and the ways in which Americans remember and reenact the war.  
Four credit hours.  

Research Seminar: Global Commodities  
The history of mundane commodities as coffee and spices offers an insightful prism for the study of world history. Commodity histories illustrate the increased interconnectedness of the human experience by stressing interactions across and between societies. Global commodity histories illustrate the importance of trade, empires, technology, the exchange of flora, fauna, and diseases, and consumerism. These histories also demonstrate the constructed nature of identities—racial, gender, and national—and their transformation over time. These histories are not about regions or states, but interconnections and shared experiences. Seminarians will create a digital interactive map or timeline that captures the intricacies of a commodity history. Prerequisite: Junior or senior standing.  
Four credit hours.  

Research Seminar: The Cold War  
Soon after World War II the Soviet Union and the United States began a struggle for military, diplomatic, economic, and ideological supremacy. Why did this confrontation develop? Why did it risk mutual nuclear annihilation and dominate global politics for more than 40 years? How did it shape and reflect the societies and governments that waged it? In exploring these issues, the seminar aims to expose students to diverse primary sources; to hone critical thinking and interpretive skills; to help students write and speak clearly, concisely, and precisely; and to foster independent research through a semester-long project. Prerequisite: Sophomore or higher standing.  
Four credit hours.  

Historical Roots of Violence in Modern Latin America  
Listed as Latin American Studies 473. Does not fulfill the senior seminar requirement for the history major.  
Four credit hours.  

History Honors Program  
Noncredit.  

Independent Study  
Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Prerequisite: Permission of the instructor.  
One to four credit hours.  