

HISTORICAL PRACTICE IN DARTMOUTH SEMINARS & COLLOQUIA (Hist 96s)

Each year, the Dartmouth History Department offers a range of seminars and colloquia that allow our students to execute a substantial work of historical practice. Essays written in these settings represent the “capstone” experience for Majors and Minors described on our website and in the ORC. Work done in the 96s are typically those pieces of undergraduate writing we deem “prize-worthy” at our years-end awards’ ceremony.

We encourage newly declaring majors and minors to consider with some care which HIST 96s they will use to complete their degrees. Here are several reasons why 96 enrollments should be planned well in advance and discussed with an advisor.

1. The success of these classes depend on a strict enrollment limit of twelve students per class. Since many seminars fill quickly, this guide (which will be routinely updated on our website) provides a handy way to see which offerings have reached capacity. Students will be informed when they are added to a list as a “guarantee” of enrollment; they can be placed on a waiting list for those at capacity, but no more than 12 students can enroll in a single HIST 96.
2. We have found that students have the best academic experience when they select their 96s related to topic they have encountered previously. This prior exposure can be in the context of course work (either at the introductory or upper-level) or through work in the Presidential Scholars, London Foreign Study, Dartmouth Vietnam project, or Directed Study (Hist 97) programs. Several of the seminars listed below indicate what will be the optimal courses to take as preparation for this serious research exercise. None of these represent strict pre-requisites.
3. Undergraduate work in history (like that in the liberal arts) combines both breadth and depth. We achieve the first objective through a set of distributional requirements that require students to survey the histories of a range of places and times. *HIST 96’s can be used to meet these requirements.* The second objective of depth can be achieved in many ways, though it is often best done by reaching the 96 via a cluster of related coursework. Considering 96 as a “destination” can provide some structure in considering the overall major or minor plan.
4. While we allow students to enroll in two 96s in the same term, we ask them to do so only after considering the rigors of these classes (and, by extension, of the work of historical practice). Early planning (and, ideally, the completion of at least one 96 by majors in their junior year) helps to avoid the need for two in a single term.

This brief guide provides information for 31 versions of “History 96” that will be offered through the spring of 2018. You should discuss these options when you are completing your major worksheet with a faculty advisor. We will notify you whether you are admitted to your selections. **If you change your plans about 96s, please contact the office to take your name off these lists.**

HISTORY 96's for Class of '18, Listed by Term

Those in red have reached full enrollment

Spring '16	96.13 Great Explanations	p. 14
Spring '16	96.01 Colonialism and Culture in Asia & Africa	p. 4
Summer '16	96.17 Political Thought in Colonial America	p. 17
Fall '16	96.20 Debating Democracy in 19 th Century America	p. 19
Fall '16	96.14 Napoleon and His Enemies	p. 15
Winter '17	96.08 Pen and Ink Witchcraft	p. 9
Winter '17	96.11 American Empire and Development	p. 12*
Winter '17	96.03 Topics in British History	p. 5
Winter '17	96.10 The Crisis of the Late Middle Ages	p. 11
Spring '17	96.25 WWII in the Pacific	p. 21*
Spring '17	96.28 The American 1970s	p. 22
Spring '17	96.22 Nazism: Culture, Society, War	p. 20
Spring '17	96.09 Great Historians	p. 10
Spring '17	96.07 The American Occupation of Japan, 1945-52	p. 8
Spring '17	96.05 WWI and the Middle East	p. 7
Summer '17	96.19 Labor, Migration and the Making of the US South	p. 18
Summer '17	96.15 Topics in West African History	p. 16
Fall '17	96.13 Great Explanations	p. 14
Fall '17	96.14 Napoleon and His Enemies	p. 15
Fall '17	96.12 Race, Ethnicity & Immigration in US History	p. 13
Fall '17	96.07 The American Occupation of Japan, 1945-52	p. 8
Winter '18	96.20 Debating Democracy in 19 th Century America	p. 19
Winter '18	96.08 Pen and Ink Witchcraft	p. 9
Winter '18	96.10 The Crisis of the Late Middle Ages	p. 11
Winter '18	96.01 Colonialism and Culture in Asia & Africa	p. 3
Spring '18	96.11 American Empire and Development	p. 12*
Spring '18	96.25 WWII in the Pacific	p. 21
Spring '18	96.17 Political Thought in Colonial America	p. 17
Spring '18	96.03 Topics in British History	p. 5
Spring '18	96.28 The American 1970s	p. 22

*** the full syllabi for these HIST 96s are available on our department website.**

HIST 96.01 Seminar: Colonialism and Culture in Asia and Africa

Instructor Doug Haynes.

This course explores the ideology and culture of colonialism in Asia and Africa at the height of European and American imperialism (1870-1930) as well as the influence of colonial cultural forms on the cultures of the colonized. In the course we will examine: 1) the main ideas of western imperialists during this period; 2) the ways in which imperialists represented Asians and Africans in reports, literature and images; and 3) the manifestations of "colonial culture" in fiction, gender relations, medicine, sports, photography, architecture, museums and art. Finally, we will look at some of the ideological and cultural Asians and Africans developed in response to, or resistance to, the ideas, stereotypes, representations and institutions of their colonizers. The course will be comparative, and will examine cases drawn from different regions of colonial Asia and Africa as it addresses the various topics in the course.

There is no specific prerequisite for the course, but students are advised to prepare for the seminar by taking a course that covers Asia or Africa during the colonial period or a course that addresses European or U.S. Imperialism.

Distributive and/or World Culture

Dist:SOC; WCult:NW

Offered

16S, 18W: 3A

Department-Specific Course Categories

Major Dist: AALAC.

HIST 96.03 Seminar: Topics in British History**Instructor: Carl Estabrook.**

This course is a seminar in which each student, under close supervision from the professor, devises, researches, and writes an article-length paper based on period sources from the British Isles or its colonies. In this course, each student conducts research on a specific British history topic of particular interest to that student under the organizing principle of a much broader unifying theme common to all papers submitted to the seminar. The unifying theme also provides the basis of group discussions around a set of common readings. Examples of broader unifying themes have included: culture and politics; civil wars and rebellions; cities and villages; religion, belief, and society. New unifying themes are added as needed to support the research interests of applicants to the seminar. Class meetings feature group discussions of informal student presentations on selected readings and period sources. Pre-1800 course credit will be awarded for qualified research projects.

Applicants to this seminar are encouraged to take at least one of the following courses: History 49; History 61; History 50.

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

17W, 18S: 2A

Department-Specific Course Categories

Major Dist: EUR.

HIST 96.05 Seminar: World War I and the Middle East**Instructor:****Offered**

17S: 2A

Department-Specific Course Categories

Major Dist: AALAC.

HIST 96.07 Seminar: The American Occupation of Japan, 1945-52**Instructor: Steve Ericson**

The postwar U. S. occupation of Japan has generated intense scholarly interest and debate. The debate has centered on the effects of the American-directed reform program and the so-called "reverse course" in Occupation policy. Just how significant was the Occupation for the postwar development of Japan? Did the Occupation cause a sharp break in modern Japanese history? Or, for the most part, did it simply reinforce trends that were already underway? To what extent did the United States remake Japan in its own image? Finally, how successful was the Occupation in terms of its objectives, and to what extent did those objectives change over the course of the Occupation?

For preparation, students are advised to take History 5.5 (Emergence of Modern Japan), History 79 (Postwar Japan), or History 25.3 (The United States and the World since 1945). Enrollment priority will go to students who have taken one of those courses.

Offered

17S 17F: Arr

Department-Specific Course Categories

Major Dist: AALAC.

HIST 96.08 Seminar: Pen and Ink Witchcraft: Native American History Through Treaties

Instructor: Colin Calloway

Treaties enabled European colonists to establish a foothold in North America and charted the territorial expansion of the United States. Indian people were often deceived by treaties and they referred to them as "pen and ink witch-craft." But the hundreds of Indian treaties generated unique records of cultural encounter. Each treaty had its own story and cast of characters. Working with the records of key treaties, this seminar will examine the protocols of Indian diplomacy, the maneuverings and agendas of the different participants, as well as the outcomes and legacies of Indian treaties. Open to Juniors and Seniors with written permission of the instructor.

Cross Listed Courses [NAS 81.03](#)

Distributive and/or World Culture

Dist:INT or TMV; WCult:NW

Offered

17W, 18W: 2A

Department-Specific Course Categories

Major Dist: US & CAN; <1800.

HIST 96.09 Great Historians: Classic Works from Herodotus to the Present**Instructor: Darrin McMahon**

This course will introduce students to classic works, movements, and innovations in the discipline of history, with particular attention to the Western historiographical tradition. The course will begin with Greek and Roman authors such as Herodotus, Thucydides, Livy, and Tacitus. It will then discuss certain features of historical writing during the Middle Ages and the Renaissance, before moving to Enlightenment universal history (Gibbon) and the birth, in the early 19th century, of professional historiography. The final part of the course will address major movements in the 20th and 21st centuries. Students will read intensively and produce a final research paper examining the collected *oeuvre* of a prominent historian, past or present.

Offered

17S: 12. 18S:3A

Department-Specific Course Categories

Major Dist: EUR.

HIST 96.10 Seminar: Topics in Medieval History.

The Crisis of the Late Middle Ages Reconsidered: Art, Artists, and Cultural Change in the Northern Renaissance, 1350–1575

Course Description:

This seminar re-examines a famous period in European history through the lense of its art. The “Late Medieval Crisis” is often thought as a period of decline and decadence, ultimately discarded and replaced by the Renaissance. Looking at cultural and intellectual change in the visual arts prompts a more nuanced approach, revealing the extraordinary fertility of thought and action in this time of transition.

The seminar concentrates on four remarkable painters: Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel the Elder. Informed by ideas and models that were rooted in the medieval tradition but influenced by new cultural trends, they and their contemporaries transformed the art of painting and brought it to new heights. As all art, theirs reflected discussions of faith, the rise of humanism, growing interest in individual thought, the beginnings of modern science, the expansion of the European world and commercial capitalism, social inequality, renewed debate about gender, and the effects of the Reformation on political life. Great artists, however, do more than simply reflect social and intellectual movements: they also offer a critique, asking questions and proposing answers that exist above and apart from trends and “-isms.” As such, they are excellent guides for the historian who wants to understand how a society renews itself and mentally or conceptually adapts to change.

The seminar will provide an opportunity to hone your skills as a historian by working closely with primary sources, both textual and visual. Texts to be read include work by Erasmus, Sebastian Brandt, Luther, Thomas More, and Montaigne.

Instructor: Walter Simons.

Distributive and/or World Culture:

Dist: SOC; WCult:W

Offered: 17W: 10A 18W: 10A

Department-Specific Course Categories

Major Dist: EUR.

HIST 96.11 Seminar: American Empire and Development

Instructor: Edward Miller

This seminar examines the phenomenon of empire in the history of the United States' relations with the world. It focuses specifically on the ways in which American empire has intersected with the ideas and practices associated with the concept of *development*. While we will spend a little bit of time on the outset of the term on definitions of key concepts (What is empire? What is development?), the bulk of the course readings and discussions will focus on how U.S. empire and development were intertwined in particular places and times during the twentieth century. In addition to completing the assigned readings, each student will write an article-length paper about a particular topic or event in the history of American development. This paper must be based on original research in primary sources.

Since this class is regularly oversubscribed, priority will be give to students who have taken any of the following courses:

HIST 24; HIST 25.01; HIST 25.02; HIST 25.03; HIST 26

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

17W: 10A 18S: 10A

Department-Specific Course Categories

Major Dist: INTER.

HIST 96.12 Seminar: Race, Ethnicity and Immigration in U.S. History**Instructor: Annelise Orleck**

This course will examine the importance of race and ethnicity in American social thought and socio-economic development. The seminar is built on the assumption that racism and ethnocentrism as well as racial and ethnic pride have always been at the core of American national identity. Through text, film and other visual sources as well as a wide range of secondary readings, we will explore the meaning of those concepts in American life, from the first encounter between European colonizers and Native Americans in 1609 through the present, by tracing the history of immigration to the U.S.

College Distributive and/or World Culture: SOC/CI**Department distribs: US & CAN****Offered: 17F: 2A**

HIST 96.13 Colloquium: Great Explanations: Global Methods**Instructor: Pamela Crossley**

Historians and other social scientists are supposed to explain the big things. But great explanations—the causes of everything, or most things, or everything that matters—are risky and sometimes hilarious. This colloquium explores both the results of risk-taking in interpreting the past and the tools used by social scientists to come up with yet one more great explanation.

Offered

16S: 3A 17F: 3A

Department-Specific Course Categories

Major Dist: INTER.

HIST 96.14 Seminar: Napoleon and His Enemies

Instructor Margaret Darrow.

For two decades, from the mid 1790s until his defeat at Waterloo, Napoleon Bonaparte dominated Europe. His military, political, legal, economic and diplomatic initiatives shaped Europe and influenced the world in the early nineteenth century and beyond. In this seminar we will read about, discuss and research his life and career, the institutions that he promoted, the wars he pursued, and the resistance that he provoked. While France is at the heart of this study, about half of the course focuses upon Napoleon's relations with, and impact upon, other countries in Europe and the Americas.

Courses that will provide helpful background

HIST 47: The French Revolution and Napoleon

HIST 50: Modern Britain, 1780 to the Present

HIST 43: Modern European Intellectual History

Priorities for enrollment--with permission of instructor:

1. Senior History Majors
2. Junior History Majors
3. History minors
4. Anyone else

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

16F 17F: 10A

Department-Specific Course Categories

Major Dist: EUR ;<1800.

HIST 96.15 Topics in West African History

Instructor: Naaborko Sackeyfio-Lenoch.

Offered

17X: 2A

Department-Specific Course Categories

Major Dist: AALAC.

HIST 96.17 Political Thought in Colonial America

Instructor: Paul Musselwhite.

This seminar will explore the ideas that helped to construct and deconstruct the British Empire in America during the seventeenth and eighteenth centuries. While political, social, and economic transformations were gripping European society in these years, colonists in the New World were provided with unique opportunities to test and implement these ideas in the territories they conquered. Some colonial thinkers wrote texts that are rightly considered as landmarks in intellectual history, but far more men and women were actively involved in the business of politics and constructed new ideas through the process of shaping their societies. This seminar will explore the ideas that emerged from both the great works and the practical documents involved in forging political institutions in the colonial context. The seminar will be arranged around five key political ideas: Humanism, Puritanism, Mercantilism, Protestantism, and Republicanism, with topics ranging from the maintenance of social order to the dispossession of native peoples, and from the justification of slavery to the legality of smuggling. Through these studies we will explore different approaches to writing the political history of the Atlantic world, the British Empire, and the foundations of the United States. Students will be given the tools to undertake their own research on any aspect of the political and intellectual questions thrown up by the process of British colonization in the Americas.

It is helpful, but not required, for students to have taken any of the following courses before taking this seminar: HIST 9.1, HIST 11, HIST 43.2, HIST 61

Distributive and/or World Culture

WCult:W

Offered

16X: 10A 18S: 3B

Department-Specific Course Categories

Major Dist: US.

HIST 96.19 Seminar: Labor, Migration, and the Making of the American South

Instructor: Rashauna Johnson.

Were the enslaved Africans imported into the U.S. South “immigrants”? Were the “coolie” laborers who migrated to Louisiana in the 1860s “slaves”? Were Bengali merchants in the Jim Crow South “black”? And how does a consideration of these groups in relation to one another add complexity to our understanding of what it means to be a southerner and, by extension, an American?

This seminar examines the ways that landowners’ demand for agricultural laborers in the long nineteenth century led to the migrations of workers of diverse national, linguistic, and religious backgrounds into the cities and fields of the U.S. South. It focuses specifically on the concurrent and successive migration of African, Chinese, Southeast Asian, and Latino laborers into the southern states in the era of slavery and after emancipation. In so doing, it deepens our understandings of the southern history of U.S. immigration and the social and cultural history of diverse yet deeply unequal communities beyond a timeless black-white binary.

Students interested in the seminar are encouraged to successfully complete at least one lecture course on 19th-century U.S. history or immigration history. Such courses include Hist 12, Hist 15, Hist 16, Hist 25.1, Hist 27, and Hist 30.2.

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

17X: 10A

Department-Specific Course Categories

Major Dist: US & CAN.

HIST 96.20 Seminar Debating Democracy in Nineteenth Century America**Instructor: Leslie Butler**

This seminar examines the ideas and practices of American democracy at the moment of its emergence. After an initial couple weeks defining our terms and orienting ourselves in the larger context of modern democracy, our readings and discussions will consider such key issues as: expansions and contractions in voting rights; the role of public opinion; the place of minorities in majoritarian government; the tensions between American democracy and American slavery; and the contested debates over the citizenship of women and African Americans. In addition to completing all course readings and participating in seminar discussions, students will conduct independent research and write an extended paper on a particular issue, moment, or debate in the history of nineteenth-century American democracy. The independent research project is the key component of the course and will be well-integrated into the seminar throughout the term.

Distributive and/or World Culture

Dist:TMV; WCult:W

Offered

16F 18W: 10A

Department-Specific Course Categories

Major Dist: US & CAN

HIST 96.22 Nazism: Culture, Society, War**Instructor: Udi Greenberg**

This seminar will explore the origins, nature, and consequences of Nazism. Utilizing a wide variety of sources—manifestos, memoirs, diplomatic treaties, speeches, and films—we will explore how the Nazi movement came to be and how it sought to radically transform politics, culture, sexuality, science, economics, and international relations.

Some background (such as courses in the history of modern Europe, Germany, WWII) is recommended.

Offered

17S: 10A

Department-Specific Course Categories

Major Dist: EUR.

HIST 96.25 World War II in the Pacific, 1931-1945

Instructor Jennifer Miller

This course examines the origins, nature, and consequences of World War II in the Pacific. Moving beyond the common American focus on the war as a U.S.-Japanese conflict, it explores the different nations, political movements, ideologies, and empires that clashed across Asia-Pacific from 1931 to 1945. Topics covered include Japanese, American, and European imperialism; the relationship between the Chinese Civil War, the second Sino-Japanese War, and the trans-Pacific War; invasion and occupation in Southeast Asia; the relationship between race, war, and empire; key historiographical debates such as the dropping of the atomic bomb; and the legacies of these conflicts for international law, empire, and global politics. This course culminates with the writing of a 20 – 25 page research paper that examines some aspect of the Pacific Wars in an international context.

This course takes a broad, international approach to these conflicts. Helpful preparatory courses therefore include classes in the United States and the World (the History 25 sequence, especially HIST 25.2), courses on World War I (HIST 62), World War II (HIST 53), and the Vietnam Wars (HIST 26), courses in Northeast, Southeast and South Asian history, and courses on imperialism and colonialism in Asia (especially HIST 5.9 and HIST 77).

Distributive and/or World Culture

WCult:W

Offered

17S: 2A. 18S:: 10A

Department-Specific Course Categories

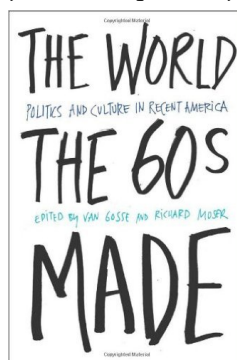
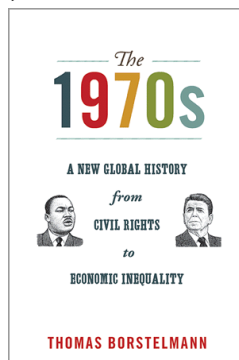
Major Dist: INTER.

HIST 96.28: The American 1970s

Instructor: Bethany Moreton

This seminar is designed around a research challenge that has received considerable scholarly attention in recent years. While it is rare for actual events and historical processes to unfold according to calendar time—rare for a given decade adequately to contain a given history, in other words—the device can serve as a tool for isolating particular developments. The decade of the 1970s has traditionally been understood as a retreat from the public engagement and impassioned struggles of the 1960s, a moment when Americans gave up on changing the world and instead embraced the cultivation of the self. If the iconic moments of the sixties were the mobilizations against the war and official white supremacy, the seventies' best-known legacies are silly consumer fads like disco and pet rocks. Currently, however, historians are reassessing the 1970s as a decisive period when a new political economy took shape, new concepts of citizenship competed for influence, and new cultural forms emerged. By isolating the rough chronological coincidence of the end of the long economic boom, the ascendance of free-market values and institutions, and the repudiation of formal empires grounded in explicit white supremacy, for example, we can begin to ask useful questions about the relationships among these processes, and about the relationships between them and the social and cultural trends that mark a generational cohort with a shared sense of life's texture—to ask why the 1970s, and not the 1920s, say, produced the movie *Taxi Driver* and the punk album *Horses*, or to ask what changes in consciousness and social organization were enabled by the growth of women's sports, the invention of the VCR, or the occupation of Alcatraz. By shedding light on a significant incident, movement, art form, cultural phenomenon, debate, organization, or development of the era, you will contribute to this ongoing project of historical reassessment.

While each research paper will rely on its own source base compiled in consultation with the instructor and librarians and archivists, shared course materials include the following books, as well as additional scholarly articles, primary sources, documentaries, & music:



Offered: 17S: 2A; 18S: 2A

Updated March 2016.