

## **Fall 2016**

### **HIST106: American Jewish Experience**

**Lauren Strauss**

History of the Jews in America from colonial times to the present. Emphasis on the waves of migration from Germany and Eastern Europe; the changing nature of the American Jewish community and its participation in American social, economic, and political life.

### **Hist110: The Ancient World**

**Arthur Eckstein**

A survey course of the Ancient Mediterranean World, covering the period between approximately 3500 B.C. and 100 A.D. After a short discussion of Mesopotamia and Egypt, the bulk of the course is concerned with Classical Greece and the Roman Republic. The focus is on society and on the development of the internal political structures of states, and on the nature of relations between states in a world without international law. There is a text book, but the primary reading is in ancient sources: Sophocles, Thucydides, Polybius, Plutarch, and (if we get that far) the New Testament. There is a short paper, a mid-term and a final examination. Both of the examinations are essay-type examinations.

### **HIST111: The Medieval World**

**Colleen Ho**

The development of Europe in the Middle Ages; the role of religious values in shaping new social, economic, and political institutions; medieval literature, art and architecture

### **HIST113: Making of Modern Europe**

**TBD**

### **HIST120: Islamic Civilization**

**Ahmet Karamustafa**

Also offered as: RELS120. Credit only granted for: HIST120 or RELS120.

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

### **Hist133: "God Wills It!" The Crusades in Medieval and Modern Perspectives**

**Janna Bianchini**

An examination of the identities and convictions both of the Western Europeans who participated in the Crusades and of the Easterners (Muslim, Christian, and Jewish) whom they encountered in the Holy Land. Focuses on the era of the first four great Crusades, from about 1095 to 1215. Consideration of the cultural impact of these movements on both Western Europe and the Middle East.

**HIST134: Spies, Assassins, Martyrs, and Witches: Famous Trials in American History**  
**Michael Ross**

Examination of some of the most famous trials in American history and their enduring hold on the imagination.

**HIST142: Looking at America through a Global Lens**  
**Saverio Giovacchini**

Writing these words in the 1980s French philosopher and sociologist Jean Baudrillard was trying to make sense of the ambivalence that the French, and the entire world, had felt toward the United States since their founding. Baudrillard attempted to make this unsolved dualism, the center of his interpretation of America. Dichotomies, contradictions, oxymora were the vital core of America and could not be marginalized, or simplistically avoided. America was not a supermarket where one could pick up the last record by Bob Dylan while ignoring the foreign or domestic policy of Richard Nixon. America had to be understood as a functioning whole made of contradictory parts, or not understood at all. Baudrillard was just one in a long line of philosophers, artists, novelists, travelers and historians who had tried to make sense of America. Since their founding, the United States have been involved in an intense social, economic, but also cultural exchange with Europe and the world. The nature of this exchange has evolved across time. With the exception of coerced and voluntary migrants, in the early 19th century relatively few of those who had not been born there had a direct experience of the United States. For those who cared about this land, America was a “vision” something that could perhaps be used as a starting point to make broader ones, perhaps about the direction and development of democracy. By the end of World War II, U.S. influence had grown more concrete and far-reaching, and the debates about America had become more intense and more urgent. All over the world, many felt the economic, cultural, and social impact of the United States – what historians Charles Bright and Michael Geyer call “off-shore America” -- in their own lives. Many also saw the United States as the embodiment of what their own societies were to become. For some this was an enticing possibility, for others it was an ominous prospect.

This course means, at one level, to explore two of the key terms of contemporary public discourse: Americanism and anti-Americanism. Looking at America will focus on a thematic and chronological approach to the study of European -- negative and positive -- perceptions of America. My goal is to encourage students’ critical thinking rather than to achieve an exhaustive treatment of this complex subject.

The structure of this course will perforce be interdisciplinary. Students will be asked to peruse a set of secondary readings produced by historians as well as cultural critics alongside a set of primary sources that will include novels, music, art and film.

At a second level, this course wants to use the act of “looking at America” as a case study to explore the way we “look” at other peoples and nations. What does “judging another nation” really mean and entail? How can we collapse a nation and a people into a single image or even a complex theorization? We will, in some sense, turn the tables, and encourage all of us to examine our own way of “looking at” other, non US, peoples and nations. For example, is there an American Europeanism or anti-Europeanism? My hope is to use the case of Americanism and

anti-Americanism to show the students how we know, or we think we know, other peoples and other nations.

### **HIST200**

#### **Interpreting American History: Beginnings to 1877**

**Richard Bell**

The United States from colonial times to the end of the Civil War. Establishment and development of American institutions.

### **HIST201: Interpreting American History: From 1865 to the Present**

**Edwin Smead/Robert Chiles**

This course surveys the history of America from the end of the Civil War through the 1970s and beyond. We explore the forces that shaped modern-day America, including the role of industrialization, technology, the impact of race and ethnicity, and the changing role of the federal government in the lives of American citizens. The goal is to figure out why we are the way we are.

### **HIST204: Introduction to the History of Science**

**Robert Friedel**

An exploration of the roots of modern science from the ancient Greeks through the medieval and early modern periods. Focus on the men and women who helped to create the sciences and to change public perceptions of their disciplines.

### **HIST205: Environmental History**

**Thomas Zeller**

An exploration of the way different societies in Europe, Asia, Africa, and the Americas have used, imagined, and managed nature. The emphasis will be on major turning points in global environmental history, such as the beginnings of agriculture, urbanization, industrialization, forestry management, pollution, conservation and more recent environmental movements.

### **HIST208B: Historical Research and Methods Seminar**

### **HIST208O: Historical Research and Methods Seminar**

### **HIST208R: Historical Research and Methods Seminar**

### **HIST208V: Historical Research and Methods Seminar**

### **HIST213: History of Sexuality in America**

**Clare Lyons**

This is an introductory survey course on the history of sexuality in the United States. The course explores the social construction of sexualities from the first colonial settlement to the modern era. It focuses on the historical meanings given to sexuality and the political uses of sexuality in the past. The course will focus on the United States, but will begin with the history of sexuality in early modern Europe to facilitate our understanding of sexuality in colonial North America. Then we will proceed through the chronological development of the history of sexuality in the

North American territory that becomes the United States. We will explore the dominant and alternative constructions of sexuality; trace the changing and contested meanings of sexuality; and explore the implications of these understandings of sexuality for power relations in U.S. history.

### **HIST219X: Modern Iran**

**TBA**

General sociopolitical introduction to modern Iran from establishment of the Qajar dynasty in the late 18th century to the present day. Taught in English.

### **HIST219Z: The Devil in the Western Imagination**

**Andrew Kellett**

Students take an interdisciplinary look at how the Devil has been thought of and portrayed over time, from the Bronze Age Middle East to the present.

### **HIST224: Modern Military History, 1494-1815**

**Jon Sumida**

This course surveys the military history of Europe from 1494 to 1815—that is, from the dynastic wars of Valois and Habsburg through the national wars of the French Revolution and Empire. Although the chronology of this course is defined by wars, its focus will be upon the dynamics of military and naval institutional development. It thus deals with changes in national economies, social structures, government, systems of international relations, and technology, and relates this material to the development of army organization, strategy, tactics, operations and logistics. For the purposes of comparison, some attention will be given to the military experience of Japan in the 16th and 17th centuries.

### **HIST233: Empire! The British Imperial Experience 1558-1997**

**Richard Price**

Britain's empire from the mid-sixteenth century to the late twentieth century, focusing on the encounter between Britain and indigenous peoples. Topics include the origins of British imperialism in Ireland and North America, the slave trade, the East India Company and India, women in empire, transportation and the making of Australia, sex in empire, missionaries, racial theories, and decolonization.

### **HIST234: History of Britain to 1485**

**Sabrina Baron**

This course is the first section of a three-course survey of British history, covering the period to the Wars of the Roses, and fulfills General Education (Gen Ed requirements). Traditionally, Britain, or England has not been considered to have had a history prior to the arrival of the Romans in 55BCE. But today, with increased and advanced archaeological evidence, and re-engagement with ancient Greek and Roman texts, we can have a much more informed discussion about the origins and development of the peoples encountered by the Romans.

The survey begins with plate tectonics, considers the Celts and other ancient societies, the Roman encounter, Anglo-Saxon invasion and assimilation, Viking raids and dominance, Norman invasion, and the culture that ultimately emerged from this mix. The themes addressed include invasion and assimilation; religious change including the coming of Christianity; evolution of systems and practices of government including the codification of common law, Magna Carta, the emergence of Parliament, and the evolution of kingship; the effects of prolonged foreign wars and civil wars; economic and social developments; and cultural innovations such as Roman infrastructure and the coming of the printing press.

### **HIST250: Colonial Latin America**

#### **David Sartorius**

Introductory survey of the history of Latin America from pre-Columbian Indian cultures to the beginning of the wars for independence (ca. 1810), covering cultural, political, social, and economic developments. Major themes include conquest, colonialism, indigenous culture, African slavery, religion, race and ethnicity, and gender ideologies.

### **HIST254: African-American History to 1865**

#### **Christopher Bonner**

Survey of the principal developments in the history and culture of the peoples of African descent in colonial North America and the United States to 1865. Examines the African past, the Atlantic slave trade, variation in slavery, the growth of free black communities, the transformations of families and cultural forms, and patterns of resistance.

### **HIST266: The United States in World Affairs**

#### **Edwin Smead**

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

### **HIST287: Why the Jews? Historical and Cultural Investigations**

#### **Hayim Lapin**

Examines the history and culture of the Jews from the thirteenth century BCE/BC to the present through an examination of significant themes or problems (such as "religion" or "diaspora") that shape our understanding of the Jewish people. A primary focus in the course will be on texts, artifacts, and other cultural products by Jews and others that illustrate the history of the Jews help understand their cultural heritage.

### **HIST289C: Mirror of Democracy: The Golden age of Athens**

TBA

### **HIST289O: Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity**

#### **Anne Rush**

From pirates to body-snatchers, racketeers to smugglers – tales of lawlessness provoke strong reactions, be they delight, fascination or disgust. Yet how often do we seriously assess the meaning and legitimacy of the illicit activities that provide spice to such stories? From the 1600s

to the present we will focus on specific instance of lawless behavior in a variety of places in the Caribbean, Britain, America, Africa, and Asia. Students will explore the motives of those engaged in the illicit activity, tease out different understandings of lawlessness over time and space, and consider responses to lawless behavior in both past and present. Among the issues addressed will be the roles of legend and reality, the nature of national sovereignty and international security, debates over human and property rights, and concerns about personal freedom, scientific progress, and community survival.

### **HIST289R: Pocketbook Politics: A History of American Buying and Selling**

**Katarina Keane**

This course is designed to provide a thematic approach to consumer culture as it emerged in the United States over the course of three centuries. Drawing on history, anthropology, sociology, and media/communication studies, this course will examine the key moments in American consumer history and the major debates in the meanings of consumption. Consumerism has been described as the basis of widespread prosperity and social equality, the enemy of moral values, and a basic right of citizenship. The history of consumption is a prism through which many aspects of social and political life may be viewed. How does what we wear, what we listen to, or what we eat shape our identities?

### **HIST289Y: Why Do We Fear Zombies? A Cultural History of the Living Dead**

**Chantel Rodriguez**

**\*\*Newly approved as an I-series!\*\***

From ancient Greece to medieval Europe and from the 19<sup>th</sup>-century Haiti to the modern United States, the living dead have been a subject of great concern among the living. Known today as zombies, the living dead have perennially instilled fear among societies because of their relentless aggression and the uncanny human attributes they have maintained in death. Zombies are very much like us, driven by similar desires, angers, and fears, often seeking the same sorts of rewards that we do. The world of the living dead holds up a mirror to our own and reveals much about the cultural anxieties of a society in any given historical moment.

In this cultural history course, we will investigate how the zombie phenomenon reflects the cultural anxieties of western societies from antiquity to the present. In the first two weeks of the course, we will explore this question by looking at why western societies in ancient Greece and medieval Europe feared the living dead, and how their concerns resonate with those experienced by Americans in the late 19<sup>th</sup> century. We will then spend the remainder of the course investigating how specific turning points in modern US history—the US occupation of Haiti, the Great Depression, World War II and the nuclear bomb, the Cold War and Communism, Vietnam, the environmental movement, evolutionary thought, the epidemic crises of the 1980s, globalization and the digital age, 9/11—elicited anxieties that shaped the zombie phenomenon, and more broadly, altered our cultural understanding of mortality and our relationship to the dead.

The cultural anxieties we will examine fall broadly into four binary categories: life and death, health and decay, freedom and slavery, prosperity and destruction. We will read primary and secondary sources and watch films of the zombie genre that capture these cultural anxieties.

Also as part of the course, students will take part in a 7-week zombie survival group project in which they must draw from their historical knowledge about humanity's responses to destabilizing events such as wars, disasters and plagues in order to navigate a zombie outbreak, maintain a value system, and rebuild a stable society. Students will be responsible for a group presentation and individual paper that offers an historical account of the zombie outbreak.

### **HIST299: Directed Research**

*Prerequisite: permission of department.*

**Contact department for information to register for this course.**

### **HIST306: History of Religion in America**

**Miles Bradbury**

A history of religion, religious movements, and churches in America from the early Colonial period to the present, with special attention to the relation between church and society.

### **HIST310: History of South Africa**

**Paul Landau**

Explores the roots of Apartheid and the anti-Apartheid movement from precolonial times to the present: the social history of work and identity, the rise of kingdoms (Zulu, Sotho), conquest and colonial administration, urban and rural mass politics, gender relations, and the transition to democracy.

### **HIST328A: Selected Topics in History; "Forging the Tortilla Curtain": US-Mexican Borderlands History**

**Chantel Rodriguez**

The U.S.-Mexican borderlands spark themes of frontier lawlessness, manifest destiny, rebellion against injustice, national pride, border-making, economic commerce, drug wars and Mexican culture. This course examines the historical roots of the U.S.-Mexican borderlands landscape from 1800 to the present. At the turn of the nineteenth century, a host of diverse peoples—Mexicans, Mexican Americans, Euro-Americans, Native Americans and Spaniards—struggled for control over the geographical area we now call the U.S. Southwest. When borders shifted, lands and peoples were subjected to different sets of rules, which profoundly shaped identity, and social, economic and political relations.

### **HIST328T: Frederick Douglass's America**

**Christopher Bonner**

The life and writings of Frederick Douglass (1818-1895) will be used as a window onto the people, places, and conflicts that created the modern United States.

### **HIST330: Europe in the Making: The Early Medieval West (A.D. 300-1000)**

**Janna Bianchini**

From one empire to another: Rome to Charlemagne. This period is approached as a crucible in which classical, Christian, and Germanic elements merged, yielding new experimental syntheses. This course will deal with issues of authority, cultural trends, and the formation of group solidarity.

### **HIST332: Renaissance Europe**

#### **Stefano Villani**

Intellectual developments in Italy and Northern Europe from 1300 to 1550 and their influence on the arts and religion; social and economic trends, including the rise of the commercial economy in cities; the family and the role of women in society; expansion of Europe overseas and the beginnings of colonization; emergence of the state and consequent changes in political theory.

### **HIST327: The Roman Empire**

#### **John Weisweiler**

In the first three centuries AD, Roman emperors ruled a tri-continental state that stretched from the desert of the Sahara to the Danube Plain, and from Hadrian's Wall in Scotland to the Euphrates River in modern Syria. This course offers a history of this empire. We will look at the impressive monuments and ceremonies through which emperors celebrated their achievements; read some of the sophisticated literature through which Roman élites justified their pre-eminence; and examine modern estimates of the life expectancy, health and nutrition of the inhabitants of the ancient Mediterranean. The course introduces students into the methods of ancient social history, by attempting to understand what it was like to live in an ancient super-state.

Introductory Literature: Peter Garnsey and Peter Saller, *The Roman Empire: Economy, Society and Culture*, Berkeley 2014.; Christopher Kelly, *The Roman Empire: A Very Short Introduction*, Oxford 2006

### **HIST352: America in the Colonial Era, 1600-1763**

#### **Miles Bradbury**

The founding of the English colonies in America and their European backgrounds, the reasons for the instability of colonial society to 1689 and the emergence of stable societies after 1689; the development of colonial regionalism, political institutions, social divisions, the economy, religion, education, urban and frontier problems in the eighteenth century.

### **HIST353: America in the Revolutionary Era, 1763-1815**

#### **Whitman Ridgway**

The background and course of the American Revolution and early nationhood through the War of 1812. Emphasis on how the Revolution shaped American political and social development, the creation of a new government under the Constitution, and the challenges facing the new nation.

### **HIST355: Civil War and the Rise of Industrialization, 1860-1900**

#### **Robert Chiles**

Civil War, sectional and class conflicts and their impact on American life and institutions from the beginning of the Civil War through the Gilded Age; social, economic, and political reconstruction of the Union; industrialization, urbanization, and technological changes.

**HIST357: Recent America: 1945-Present****Robert Chiles**

United States history from the end of World War II to the present, with emphasis on political economy and on cultural and social developments. Major themes include the Cold War, the liberal state, civil rights, feminism, labor, the New Left, deindustrialization, and the rise of conservatism.

**HIST370: Jews and Judaism in Antiquity I: Sixth Century BCE through the First Century CE****Hayim Lapin**

Also offered as: JWST325. Credit only granted for: HIST370 or JWST325.

Political, social, and religious history of the Jews from the Persian period to the Judean revolt of 66-70 CE. Special attention to the rise of sectarian and revolutionary movements.

**HIST386: Experiential Learning**

Restriction: Permission of ARHU-History department; and junior standing or higher.

The History Department's Internship program. Pre-professional experience in historical research, analysis, and writing in a variety of work settings.

Contact department for information to register for this course.

**HIST395: Honors Colloquium I****Holly Brewer**

Restriction: Permission of Department, must be in Honors program.

**HIST398: Honors Thesis I****Holly Brewer**

Restriction: Permission of Department, must be in Honors program.

**HIST404: History of Modern Biology****TBA**

The internal development of biology in the 19th and 20th centuries, including evolution, cell theory, heredity and development, spontaneous generation, and mechanism-vitalism controversies. The philosophical aspects of the development of scientific knowledge and the interaction of biology with chemistry and physics.

**HIST405: Environmental History****Robert Friedel**

An introduction to the key issues and methods of environmental history. The scope of the subject is discussed, as well as its relationship with other disciplines, such as ecology, anthropology, and geography. A primary focus is environmental change in history with emphasis on the American experience.

### **HIST408A: Senior Seminar; Revolutions in Africa, 1945 to the Present.**

**Paul Landau**

Explores the history of seven revolutions in Africa after World War II: Algeria, Ghana, Nigeria, Ethiopia, Kenya, Zambia, Liberia, and South Africa. Our readings cover warfare, foreign involvement, settler-colony revolutionary change, and help us to understand the shape of Africa today.

### **HIST408B: Senior Seminar; What Does Government Do? The State in American History**

**David Freund**

Have you ever played a video game called *The Oregon Trail*, in which your 19<sup>th</sup>-century “pioneer” family joins a wagon train journey across the Great Plains and Rocky Mountains? You manage a modest cash supply, hunt for food, navigate dangerous river crossings, and endure countless obstacles in hopes of making it to Willamette Valley and a shot at the “American dream.” It is a romantic story about individualism, family values, and perseverance and a narrative repeated in countless popular accounts of American history. But it is also largely a myth. It turns out that the history of westward expansion, like the larger narrative of U.S. history, is both more complicated and often far more mundane, because it involves an array of government actors and interventions that would make for a less compelling video game experience. Let’s face it: the game would not be as popular if it included the policy makers who set the rules for westward expansion (and printed the maps) or the government land offices which distributed territory to settlers, speculators, and railroad companies.

This readings course will explore the tension between the popular—and often mythic—narrative of American history and a more complicated story about the public institutions that have shaped major patterns of development in the modern era. What, exactly, does government do and how has it shaped the American experience? Our case studies include industrialization and urbanization in the 19<sup>th</sup> and early 20<sup>th</sup> centuries; the immigrant experience; the New Deal and World War II; suburbanization and “white flight”; the Civil Rights movement; the Reagan revolution; the “urban crisis,” gentrification, and “New Urbanism.”

### **HIST408G: Senior Seminar; The English Civil War**

**Sabrina Baron**

This seminar provides a capstone experience for senior History majors. There is a lecture and reading component as well as a research and writing component. A more detailed knowledge of events in the mid-seventeenth century that changed the course of English history and arguably the pre-history of the United States will be imparted through this course of study. The seminar will also concentrate on honing the research, writing, and analytical skills of students as they complete undergraduate study.

Some attention is devoted to both the “long-term causes” and “short-term triggers” for the civil war, which is often considered to be the first recognizably modern political revolution. The rich historiography surrounding this topic will also be considered as we engage with the difficulty of labeling this event. Conduct of the war itself from a political perspective will be addressed, as will the impact of regicide and government experiments on a nation already reeling from civil war and religious upheaval. The various observable phases of revolution, including

radicalization, will be examined. The course will consider finally what happened in the process of civil war? Was the course of English history really changed? If so, in what ways?

Students will conduct a semester-long research project and produce a final paper.

### **HIST408J: Senior Seminar: History of the Inquisition: Persecution and Religious Dissent in Early Modern Europe**

**Stefano Villani**

The course explores the theme of persecution and religious dissent in early modern Europe, with a particular focus on the repressive institutions in the Catholic world. While The Spanish Inquisition predated Protestantism, having been set up in 1478 by Ferdinand of Aragon and Isabella of Castille, the Roman Inquisition was established by Pope Paul III in 1542 (the Holy Office was a centralized institution, headed by a Congregation of cardinals in Rome). We will study the modern historiography of the Inquisition and we will examine sixteenth and seventeenth-century anti-“Inquisition” protestant propaganda.

*This is a readings based course.*

### **HIST408M: Senior Seminar; The Rise and Fall of the Old South**

**Leslie Rowland**

The destruction of slavery in the United States was part of a century-long Age of Emancipation that saw the end of chattel bondage throughout the Americas. Nowhere did slaveholders welcome the end of slavery. Only in the United States, however, did they display the ideological commitment and self-confidence or command the political strength and material wherewithal to fight to the death in its defense. This capstone readings seminar examines the rise, maturation, and ultimate destruction of the social and political order of the Old South. We will consider the constituent elements of antebellum southern society – slaves, slaveholders, yeoman farmers, white non-slaveholders, free people of African descent – and ask questions about sources of cohesion and conflict. We will also examine the position of the Old South within the nation, the development of regional self-consciousness, and the fateful decision to stake everything on a bid for independence. Finally, we will examine the dissolution of the Old South under the pressure of war, a war that exposed to full view both fissures and solidarities that had previously lain beneath the surface.

As a capstone readings seminar, the course has two principal goals. The first is consolidation of skills that history majors have been developing in their other history courses, especially HIST 208 and upper-level courses. These include active reading; identifying the argument of a book or article; evaluating analytical frameworks and arguments; framing historical questions; discerning the relationships among questions, sources, and arguments; and writing clearly, persuasively, and in accordance with the conventions of the historical profession. Second, the course aims to create a high-level seminar experience in which participants build up a common body of knowledge and conceptual perspectives and collectively develop their critical and interpretive skills.

Reading assignments average 200-250 pages per week, and students are expected to come to class not only having completed the readings but also prepared to discuss them thoughtfully. Writing assignments include 2-3 pages each week, a midterm paper of 5-6 pages, and a final paper of 5-6 pages.

### **HIST408N: Senior Seminar; Debt: The First 3000 Years**

**John Weisweiler**

Since the financial crisis of 2007, a raft of innovative work in the social sciences and humanities has opened up new perspectives on the relationship between credit and social obligation. But debt is a not a modern invention. Social obligation was first monetized and quantified in Antiquity. This seminar explores the history of debt in ancient Greece and Rome. On the one hand, we will look at the relationship between financial innovation and social conflict in key episodes of ancient history, such as the invention of coinage, the debt crises of ancient Athens or the conflict of the orders in Republican Rome. On the other hand, we will explore the new forms of thought generated in the debt societies of the ancient Mediterranean, ranging from the anti-materialist philosophies of Plato and Aristotle to the salvation religion of Christianity.

**Introductory Literature:** David Graeber, *Debt: The First 5000 Years*, New York 2011.

### **HIST408R: Senior Seminar; Race and Religion in the Middle Ages**

**Colleen Ho**

This reading seminar is a study of religious and racial “Others” – very loosely defined – in medieval Europe. Particular attention will be paid to interfaith interactions, heterodox expressions of Christianity, and medieval concepts of race and ethnicity in the context of religious identity. Topics will include the relationship between Christians, Jews, and Muslims in Iberia, papal policies towards heretics, mendicant approaches to missions to Asia, and theoretical understandings of monsters in the Middle Ages.

### **HIST415: Ideas and Politics in Europe Since 1900**

**Jeffrey Herf**

Examination of intersection of ideas and politics in Europe since 1900. Focus will be on advocates of liberalism, social democracy, fascism, Nazism, communism, and conservatism and their impact on politics and policy since 1900.

### **HIST419Q: Jews of Eastern Europe, 1580-1939**

**Rachel Manekin**

We will study the political, religious, cultural, and social aspects of Jewish life in Eastern Europe from late 16<sup>th</sup> century until the Holocaust. Special attention will be given to the examination of major turning points in this period as they developed internally and as a result of changes in the non-Jewish world.

### **HIST427: Age of Decline: Britain 1914 to Present**

**Richard Price**

British society since the First World War. The social, cultural, economic, and political impact of the First World War; labor and politics in the 1920s and 1930s; the inter-war Depression, appeasement and foreign policy; the social impact of the Second World War; the welfare state and nationalization of industry; the dissolution of Empire; the emergence of a consumer society; social criticism in the 1950s; the economic and political problems of the 1960s and 1970s.

### **HIST428I: History, Memory, and Human Rights in Latin America**

**Karin Roseblatt**

Also cross-listed as LASC448M

This reading- and discussion-intensive course will analyze violations of human rights that have taken place in Latin America and the Caribbean. We will ask how they are remembered by survivors and perpetrators and enshrined in historical accounts. What is the relation of these memories and histories to processes of reconciliation, reckoning and restitution? How have truth commissions and other forms of fact-finding worked? We will look at examples of how people remember traumatic events such as the conquest of native peoples, slavery, struggles over land, and repression of left-wing social movements.

### **HIST428N: Living with Pachamam. Religion and Ritual in the Andes from the Incas to the Present**

**James Maffie**

This course examines the history of indigenous Andean religious and philosophical thought as well as indigenous Andean efforts aimed at maintaining cosmic balance by means of ritual practices of reciprocal exchange with pachamama (earth mother), sun (inti), thunder, mountains, fields, animals, plants, houses, tools, and other humans from Inca times to the present.

### **HIST429A: Special Topics in History; Society and Culture in Victorian Britain**

**Julie Taddeo**

Corseted ladies, Jack the Ripper, street urchins, and Sherlock Holmes are just a few of the Victorians we will meet in this course as well as challenge some myths about the people and the time period (1830-1900). We will pay particular attention to the various meanings of Victorianism and the bourgeois myths of progress, morality, reform, and imperial conquest. We will focus on the "Two Nations" residing within Britain and how government and moral reformers addressed conditions of social inequality. We will also address Victorian notions of class, race, gender, and sexuality and how they were shaped by and influenced the politics and culture of everyday life. How we imagine the Victorians today in pop culture (film, steampunk, etc.) will also be addressed. The format is both chronological and topical. Readings will be a combination of primary and secondary sources.

### **HIST429E: Gender and Sexuality in Latin America**

**Karin Roseblatt**

Also cross-listed as LASC448E.

This discussion-based course will introduce you to issues in the historical study of gender in Latin America from the colonial period to the present. We will focus on three specific sets of questions: 1) What is the relation of gender to the color-class hierarchies set in place during the colonial period? How did notions of "honor" and respectability, including notions of sexual honor, structure that relation? 2) How were family, work, and sexuality related? Who sought to regulate family relations, sexuality, and work relations and why? 3) How does an understanding of gender help us comprehend the limits and achievements of social movements and revolutionary states? To answer these questions we will focus on changes over time in how women were subordinated and on how gender relations were related to broader political, economic, and social changes.

**HIST429P: Japanese Empire****Charles Lilley**

Explores the Japanese Empire from 1894 to 1945. In addition to tracing the rise and fall of Japan's empire, it will seek to identify the agents of empire, understand the role of pan-Asianism, and, among other topics, explore the policies of colonial rule and its outcomes, especially colonial modernity. The last segment of the course will examine the repatriation and reintegration of Japan's agents of empire. Global and comparative perspectives will also be pursued.

**HIST429X: Special Topics in History; Religious Movements in European Jewish History****Rachel Manekin**

An exploration of the history of the different modern Jewish religious movements that developed in Europe, starting with messianic movements and ending with Reform and Orthodoxy. Emphasis will be placed on the influence of the academic study of Judaism on the development of modern Jewish religious ideologies and practices.

**HIST433: Strategic Military Theory: Clausewitz****Jon Sumida**

An exploration of Clausewitzian thought. Topics include the conduct of fighting and war planning, the relationship of war and politics, guerrilla war, the principles of concentration of force, the Clausewitzian trinity, absolute war and real war, unlimited and limited war, the relative strengths of the defense and the attack, and the intuitive sources of strategic decision.

**HIST442: Twentieth –Century Russia****Sarah Cameron**

Russia and the Soviet Union from the fall of the tsars to the post- communist present. Impact of Leninism, Stalinism, and Soviet Communism on state, society, culture, and nationality. This course seeks to evaluate the major events and trends in Soviet history. It conceives of the Soviet Union as an empire, whose revolutionary seeds were sown with Russian imperial rule and the revolution of 1905 and whose dissolution began with the fall of the Soviet Union in 1991. Through the lens of empire, the course asks students to think critically about the emergence of Soviet nationalities policy, the role of local cadres and the relative importance of events in traditional centers, such as Moscow and St. Petersburg, versus those in the periphery. Additional themes include the role of ideology, the origins, timing and intent of state-sponsored violence and terror, as well as agricultural and industrial modernization.

**HIST446: Old Regime France, 1589-1789****Donald Sutherland**

An exploration of the demographic patterns of the seventeenth and eighteenth centuries. Examination of arguments that the population was governed by Malthusian constraints; the social structure of the time; the nature of the elites; the debate over the phrase "rise of the bourgeoisie"; the Enlightenment both as an intellectual phenomenon and as a social agent; and arguments that Enlightenment led to the desacralization of the monarchy.

**HIST447: Riot, Law, and Justice in European History****Donald Sutherland**

An examination of the role of violence and the attempt of law to contain or punish it. Major interpretations of societal codes of honor, retribution, and punishment, and how violence is governed by these codes.

**HIST454: Constitutional History of the United States: From Colonial Origins to 1865****Michael Ross**

The interaction of government, law, and politics in the constitutional system. The nature and purpose of constitutions and constitutionalism; the relationship between the constitution and social forces and influences, the way in which constitutional principles, rules, ideas, and institutions affect events and are in turn affected by events. The origins of American politics and constitutionalism through the Constitutional Convention of 1787. Major constitutional problems such as the origins of judicial review, democratization of government, slavery in the territories, secession, and civil war.

**HIST477: Afro-Diasporic Dialogues in the Americas****David Sartorius**

Prerequisite: HIST122, HIST123, HIST250, HIST251, HIST254, or HIST255.

The African diaspora is a concept that attempts to comprehend the shared experiences of African-descended peoples throughout the world, particularly in the Americas. While many of these peoples identify with a particular nationality (being Brazilian, Cuban, or from the United States above or alongside being black, of color, or of African descent), many of them have forged connections with each other across national boundaries and recognized commonalities that transcend their national contexts. This class will use fiction, memoir, and recent historical scholarship to explore the history of the links that Afro-Latin American and Afro-North Americans have created in the nineteenth and twentieth centuries. Ultimately, the course will help us understand the historical possibilities and limitations of conceiving of African Americans as a hemispheric, transnational social group.

**HIST481: A History of Modern China****James Gao**

Modern China from 1800 through the People's Republic of China. A China-centered history with a primary emphasis on politics and foreign relations, and a secondary emphasis on cultural movements and social change. The spectacular but often painful change from a traditional China to a modern China will be closely studied in time sequence.

**HIST482: History of Japan to 1800****Charles Lilley**

History 482 focuses on the dynamics of political and economic change over a millennium of time, from ca. 900 to 1800. The course traces the successive transformations of the Japanese polity from the ritsuryo state, to kenmon or “gates of power” system, and ultimately the creation of the baku-han system. Another portion of the course follows the social, cultural, and economic interactions between the Japanese islands and continental East Asia – Korea and China. Course readings include both primary and secondary sources and will offer students opportunities to explore and “understand” Japanese society and culture, especially the central role of Buddhism.

### **HIST484: Cultural History of the Chinese Revolutions**

**James Gao**

Modern China from 1800 through the People's Republic of China. A China-centered history with a primary emphasis on politics and foreign relations, and a secondary emphasis on cultural movements and social change. The spectacular but often painful change from a traditional China to a modern China will be closely studied in time sequence.

### **HIST491: History of the Ottoman Empire**

**Madeline Zilfi**

Critical survey of major issues in the rise and rule of the Ottoman Empire as the largest and longest-lived Islamic state in history. The course combines readings, extended discussions and lectures to explore the formation of the imperial state; conflicts and tensions in the empire's ethnically and religiously pluralistic environment; encounters with the West; nationalism and ethnic identity in the 19th and early 20th centuries; the "women question" and the discourse on rights; slavery and abolition; World War I and the Turkish war of independence.

### **HIST492: Women and Society in the Middle East**

**Madeline Zilfi**

HIST492/WMST456 is a combination seminar-lecture course that investigates the diversity of Middle Eastern women's experience over the centuries. The course looks particularly at the structures (social, political, and cultural) and ideas that influence or seek to influence—women's lives. Of special interest are women's own actions, historically and in the present, with respect to family, society, and government. The course aims to enable students to engage in an informed way with major scholarly and popular debates, past and present, concerning popular perceptions and media representations; feminisms East and West; the history and meanings of veiling and "modest dress," hijab; nature versus nurture as determinants of behavior; and the globalization of women's issues. The course is also concerned with how the historical past, and different interpretations of the past, shape policies and attitudes regarding women in today's world.

### **Hist499: Independent Study**

*Prerequisite: permission of department.*

**Contact department for information to register for this course.**