in Los Angeles in, say, 2014. Food history and food studies are vast fields, and how agriculture began, to the question of what it meant to eat a Korean taco became important for specific populations, to the anthropological treatment of food and identity, to cultural histories informed by primary sources—that is, documents written by historical actors. We even read contemporary ‘food writing,’ including restaurant reviews, which are themselves historical documents of a sort. This course also has a strong chronological through-line, winding from the establishment of agriculture to the modernization and industrialization of global food ways.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST116 Environmental History: Telling Stories in Place
This course introduces students to environmental history, the study of the changing relationships between humans and nature through time. We will consider how the natural world has shaped human history; how humans have transformed the environments they have moved through, made use of, and inhabited; and how ideas about nature have shaped people’s interactions with the world around them and with one another. Focusing on both historiography and methods, we will read classic and recent work in the field and learn to conduct historical research. We will also pay attention to narrative and the writing of history, through reading, in-class workshops, peer editing, and trying different kinds of historical storytelling. The central assignment will be a short research paper in which students will practice environmental history through the study of a particular place.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST117 Chinese Cities
More than half of China’s population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, ‘storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them.’ We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS269
Prereq: None

HIST118F History of U.S Social Movements (FYS)
This first year seminar course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements will we explore will include abolitionism, women’s rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use
HIST123F Cinema India: South Asia’s Past on Film (FYS)
This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory—especially in the context of the competing trajectories of nationalism and globalization in South Asia. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, including films produced by the Bombay/Mumbai (‘Bollywood’) film industry since the 1950s. We will also examine the rise of ‘parallel’ (or ‘art’) cinema. There will be one session reserved for evening screenings (Tuesdays) and two morning sessions per week (Mondays and Wednesdays). Feature films will range from classics like ‘Mughal-e Azam’ (1960) and ‘Umrao Jaan’ (1981), to lesser known works like ‘Shatranj ke Khiladi’ (1977) and ‘Hazaaron Khwaishein Aisi’ (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as ‘Lagaan’ (2001), ‘Jodhaa Akbar’ (2008), ‘Bajirao Mastani’ (2015), and ‘Padmaavat’ (2018), comparing them to the disappointing performance of budget-busting period dramas like ‘Thugs of Hindustan’ (2018) and ‘Manikarnika’ (2019).
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST129 Philosophy and the Movies: The Past on Film
This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve ‘the reality effect’? How has the contemporary documentary’s use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM360, PHIL160
Prereq: None

HIST130F North American Borderlands (FYS)
North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material—subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS135
Prereq: None

HIST140 Virtue and Vice in History, Literature, and Philosophy
Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL228, CHUM228, PHIL112
Prereq: None

HIST141 Theories and Models
This class will focus on how theories and models are designed and regarded across the university curriculum—in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability—or truth status—of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn’s THE STRUCTURE OF SCIENTIFIC REVOLUTIONS (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST151 Introduction to History: The 'Russian World' Past and Present
The 'Russian World' has become a central—though deeply ambiguous and contested—theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the 'Russian World' have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.
Offering: Host
Grading: A-F
within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history’s darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany’s nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the ‘Berlin Republic’ since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST154 Introduction to History: Twelve Medieval People
This course is one of the gateways to the history major. It is also an introduction to the Middle Ages through a study of 12 exemplary medieval lives and minds, spanning a thousand years of history. We focus on people--bodies, minds, and souls--cooping with history and creating sense for their world. The course will typically feature one person or pair per week, and by examining their writings or stories and the contexts in which these were produced, the nature of medieval life, the pressure on the self, the articulation of gender and ethics for the entire period will come into view. Among the figures studied are likely to be St. Augustine, Queen Brunhild, St. Anselm, Abelard, Heloise, William Marshal, King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery Kempe, and Pope Pius II.

As an introduction to history course, we will also offer an examination of the basic concepts, techniques, and skills for reading, understanding, and writing history: documents and archives, text and context, sceptical inquiry, argument construction, and an interest in good and expressive writing.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST170 Introduction to History: American Material Culture
This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST171 Introduction to History: History of U.S. Social Movements
This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST172 Introduction to History: Germany from Napoleon to the Berlin Republic
Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history’s darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany’s nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the ‘Berlin Republic’ since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST174 Introduction to History: European Reformations
An introduction to history course, European Reformations will provide an introduction to the concepts and tools for reading, writing, and enjoying history by examining the ideas and people who developed the Protestant Reformation, one of the most explosive changes in world history that continues to reverberate and affect lives and politics today. Centering on the ideas and politics of the European Reformation age, we will examine thinkers and problems within Catholic Europe that led to the crisis of the Reformation from around 1500. A focus on the ideas and actions of figures such as Luther and Calvin and the religious martyrs of the 16th century will be central, but we will also examine Catholic responses and the changing political and legal ideas that the Reformation produced.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: GRST272
Prereq: None

HIST175 Intro to History: Resistance and Revolution in the Atlantic World, 1500-1850
The Atlantic Ocean created and destroyed empires. This course will explore those who fought against the expansion of imperial powers, including slaves who crossed the ocean involuntarily, Indigenous peoples defending their homelands, women who demanded equality, and pirates who constructed an alternative universe. The Atlantic revolutions (American, French, Haitian, and South American) set empires on fire and ushered in a new era of resistance to oppression.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None
HIST186 Introduction to History: Science in the Making: Thinking Historically About Science
This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP276
Prereq: None

HIST176 Introduction to History: Science in the Making: Thinking Historically About Science
This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP276
Prereq: None

HIST177 Introduction to History: Ireland’s Troubled Past
Ireland’s history has been contested by its historians since the start of the 18th century. Was it a colony under the brutal occupation of a foreign power, its neighbor England; or was it an integral part of the United Kingdom with the rights and benefits of the other parts of the realm? The differences in how the island’s past was viewed by its inhabitants would contribute to Ireland’s partition in 1923 and the ongoing violence in Northern Ireland that lasted until 1999. This course will examine various sorts of primary historical sources from government documents produced by the island’s elites to the song lyrics and oral history preserved by the island’s people to understand their past. Lastly, we will examine the attempt by Irish historians from both sides of the political divide to produce historical narratives to unite rather than divide the peoples of Ireland.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST180 Introduction to Japanese History: A Manga Artist’s Life in 20th-Century Japan
This course uses the four-volume autobiographical manga of Mizuki Shigeru (1922-2015) entitled ‘Showa: A History of Japan’ both to survey most of 20th-century Japanese history and to introduce some basic concepts and methods of historical inquiry. Mizuki is most famous for manga that depict supernatural figures—yokai—based on Japanese folk tales. One, ‘GeGeGe no Kitaro,’ became a wildly popular animated series (check it out on YouTube). We will use that four-volume series, together with various primary sources and other materials, to track the trajectory of 20th-century Japan from democracy to militarism back to democracy again in the lives of ordinary Japanese people.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS185
Prereq: None

HIST186 Introduction to History: The Raj (India and Britain)
This course examines the history of the ‘Raj,’ India under British rule, from the 18th to the 20th century. We will explore how merchants from a remote island in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of social protest and political belonging.
This is an Introduction to History course intended especially for first- and second-year students who are interested in the past and, perhaps, are even (though not necessarily) contemplating the history major. As such, it will introduce students to the discipline by reflecting on the nature of historical evidence, how to use an archive, and how to craft a historical argument.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST188 Introduction to History: Revolutionary Women
‘I do not think the war would have been won without the women.... Now women have to liberate themselves.’ The fighter Maudy Muzenda’s reflection on the role of women in Zimbabwe’s liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history’s influence on politics and the politics of history as a discipline.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL189
Prereq: None

HIST190 Introduction to History: Environment
Humans have profoundly altered the character of Earth’s environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.
In Fall 2020, the course will be organized around the interpretation of digitized primary sources, including online meetings, group work, and tutorials. On-campus students will participate in small-group discussions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS237
This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity; its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.

The course will also provide students with basic introductory exposure to the ideas and methods of the digital humanities through course illustrations and discussions. This will probably include exercises in visualizing the past, exposure to geographic information systems (GIS) analysis, text-mining, and network analysis.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST204
Prereq: None

HIST201 Medieval Europe
This introductory course surveys the history of Europe during the formative period of the modern era from 1500 to 1800. It focuses on the crucial episodes of religious and political conflicts and highlights key intellectual, cultural, and economic developments: the Renaissance, the Protestant Reformation and Catholic Reformation, the English civil war, absolutism, enlightened despotism, the rise of capitalism and plantation slavery, the scientific revolution, the Enlightenment, and the French Revolution. Representing one of the required modules for the history major, this course also provides essential historical grounding for any student interested in study abroad and in modern culture and politics.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST202 Early Modern Europe
This introductory course surveys the history of Europe during the formative period of the modern era from 1500 to 1800. It focuses on the crucial episodes of religious and political conflicts and highlights key intellectual, cultural, and economic developments: the Renaissance, the Protestant Reformation and Catholic Reformation, the English civil war, absolutism, enlightened despotism, the rise of capitalism and plantation slavery, the scientific revolution, the Enlightenment, and the French Revolution. Representing one of the required modules for the history major, this course also provides essential historical grounding for any student interested in study abroad and in modern culture and politics.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST203 Modern Europe
This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L203
Prereq: None

HIST204 Greek History
Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CLAS
Identical With: CCIV231
Prereq: None

HIST205 Roman History
This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS
Identical With: CCIV232
Prereq: None

HIST206 Classic Christian Texts
This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.
HIST208 War and Religion in Early America
This course examines the intersection of war and religion in early America. Beginning with the first European settlements in North America and continuing through the Early Republic (1790s), this course asks students to explore how the religious identities of early Americans influenced their concepts of war and violence. Students will be challenged to rethink the ways in which religious imperatives created and shaped violent conflict, and to investigate the varied ways in which religious women and men relied upon moral dogma to interpret war and violence. Finally, this course will also require students to reflect on how the early American experience informs our understanding of the relationship between war, violence, and religion in 21st-century America.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS265
Prereq: None

HIST212 Modern Africa
What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa’s role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent.
During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM212
Prereq: None

HIST214 The Modern and the Postmodern
In this course we will examine how the idea of ‘the modern’ develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-HIST
Identical With: COL214, CHUM214
Prereq: None

HIST215 European Intellectual History to the Renaissance
This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL332
Prereq: None

HIST216 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL332L
Prereq: None

HIST216L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.
This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL332L
Prereq: None

HIST217 Empires, Slavery, and Revolution: Africa to 1800
In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we
trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM217
Prereq: None

HIST219 Russian and Soviet History, 1881 to the Present
Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the ‘short’ Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world’s first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity’s greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia’s revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a multiethnic empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country’s historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system’s collapse.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES219
Prereq: None

HIST220 History of Ecology
The word ‘ecology’ has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics.

How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP221, ENVS211
Prereq: None

HIST222 Disease and Epidemics in Historical Perspective
Disease and epidemics have been powerful agents of historical change as well as determinants of human development before the advent of historical records. In this lecture course we will examine how diseases have changed human societies over time, with special attention given to the place of disease-causing organisms, from viruses to parasites, in the ecological networks they make home. Yet at the same time, we will keep in mind the ways in which human society and culture also have important causal roles in human disease. HIV, for example, arose because of human interactions with animals but reached pandemic proportions, in part, because of cultural, social, and political forces.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP222
Prereq: None

HIST223 Traditional China: Eco-civilization and Its Discontents
This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty circa 1450. This is a period when China invented and reshaped its cultural identity by moving into new frontiers and creatively incorporating foreign ideas with indigenous practices. It is also a period when the natural environment was drastically transformed by agrarian civilizations and nomadic neighbors.

The course places concepts of sustainability in the center of the history of traditional China. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China’s transformation from feudal ages to the imperial period. Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain
the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs? How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS223, ENV223, WLIT224
Prereq: None

HIST224 Modern China: States, Transnationalities, Individuals, and Worlds
This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoing, and his successors.

The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS224
Prereq: None

HIST225 Modern East Asia’s Maritime Borderlands
This course offers a perspective of East Asian history from the sea. Between the 17th and mid-20th centuries, port cities of Batavia, Canton, and Nagasaki, as well as the islands of Taiwan, Tsushima, and the Ryukyus, were situated at the crossroads of global trade networks and became sites of political contestation. Mariners, traders, and adventurers from different parts of the world converged on East Asia to profit from trade and military conflict. As a Chinese saying goes, 'The mountain is high, and the emperor is far away.' As the land-based economies on the Eurasian continent fade into the background, we begin to see the integral role of islands and port cities in shaping the economic and political order of the modern world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS274
Prereq: None

HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession.

Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FGSS227
Prereq: None

HIST229 A Fair Country? Canadian Protests and Progress After 1900
From hockey to healthcare, Canadians define themselves by debates over what makes a fair country. This class will explore Canada's 20th century as episodes of resistance in the service of greater equality. From labor movements to protests against (and participation in) global conflict; from women's rights and the welfare state to social justice and environmentalism; from French nationalism and Quebec separatism to the Quiet Revolution and domestic terrorism; from racism to Indigenous resilience. Looming in the background is the American leviathan, a constant threat to Canadian social and political culture but also a foil against which the country can measure itself.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

HIST230 Constantinople: A Digital Archaeology of Medieval Rome
Constantinople was founded as New Rome by Emperor Constantine the Great in 330. From there, its history is that of the heart of the medieval Roman (Byzantine) Empire, which lasted until 1453, when it was succeeded by the Ottoman Empire and the city was called Istanbul. Now, we're making medieval Constantinople come alive again with an interactive map-based digital encyclopedia. In this course—which requires no previous background in history—students will be introduced to the history of Constantinople and medieval Rome. Then, after exploring the textual and material relics of this medieval metropolis, students will pursue their own research interests by collaborating on a public digital database (https://arcg.is/0e4Lb4). At the end of the course, students will draw from this database to craft their own histories, applying both imagination and analysis into believable and reliable stories that convey the diversities and paradoxes of life in The City.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL295, MDST128
Prereq: None

HIST231 Islamic Civilization: The Classical Age
This course surveys the historical development of Islamic civilization from the time of the Prophet Muhammad to the rise of the ‘gunpowder empires’ of the 16th century. Special emphasis will be placed on the unique cultural forms this civilization developed and the emergence of Islam as a world religion. This course primarily deals with the political, intellectual, and social history of the Muslim peoples of the Middle East and only secondarily with Islam as a system of religious belief.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
HIST232 Turkey and the Balkans, 1453 to present
The Balkan Peninsula physically lies in Europe but it has long been a geographical and cultural bridge between western Asia and Europe. Since Antiquity its past has been linked to its near neighbor Turkey. Starting with the Ottoman conquest of Constantinople in 1453, this course will survey the history of the two regions through the Ottoman centuries and the rise of national independence movements in the 19th century. It will then survey the continuing political, social, and ethnic conflicts in the regions in the 20th century, first under Fascism and then Communism, and finally the re-emergent nationalisms of the late 20th and early 21st centuries. The central question posed by this course is: How do the various peoples in this part of the world remember their past and how do these conflicting narratives shape their present?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST233 LGBT History in the United States: 1940-Present
The emergence of a distinctive sexual minority in the United States following World War II had a tremendous impact on the society and culture of the modern United States. The push for LGBT recognition, rights, and acceptance intersected with larger discourses of race, sexuality, and class. This course will survey the history of sexual and gender minority communities in the United States from the emergence of the homophile movement through the movement for the legalization of same-sex marriage.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FG55253
Prereq: None

HIST234 The Making of the Modern Middle East
This course explores the modern history of the Middle East, from North Africa to Turkey to the Arabian peninsula, in order to provide students with a robust background in the making of each component of the historical Middle Eastern society, state, community, and individual. We begin with the Islamization of the region and move through various state formations, including the Ottoman Empire. The long 19th century of intense imperial modernization and nationalism sets the stage for the collapse of the Ottoman Empire, independence, and European colonialism in the region. The course finishes with the post-Ottoman national and post-colonial states in the Cold War and post-Cold era, tackling themes such as regional conflict, Islamism and mass politics, and military interventions.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L238
Prereq: None

HIST235 Enlightenment Concept of the Self
This course explores several Enlightenment thinkers who grappled to understand the paradoxes of the self at a time when traditional religious and metaphysical systems were disintegrating. As we explore these issues, readings will be drawn from primary texts in philosophy and literature.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST237 Making New Worlds: Encounters in Early North America
From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years’ War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful Indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AMST284, RL&L237
Prereq: None

HIST238 Liberty and Loyalism: Reconfiguring North America in the Age of Revolution, 1774-1848
At the end of the Seven Years’ War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, Indigenous nations, and British American subjects. In the years that followed, British North America was torn apart by revolution (which created the United States) and rebuilt by loyalists (who challenged the government at every turn).
This course will examine the revolution that fractured North America, the entangled development of the New Republic and the loyal British colonies, and the experiences of British subjects, American citizens, French inhabitants, and Indigenous peoples, all of whom worked to shape their environment as best they could. From political leaders to slaves, wealthy merchants to poor farmers, British monarchs to indigenous sachems, this course will explore North America as it was understood by those who lived during a period of intense social and political upheaval.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L238
Prereq: None

HIST239 The Long 19th Century in the United States
This course will introduce students to important themes in the history of the United States during the ‘long’ 19th century, from the early Republic to World War I, during a period of rapid displacement, settlement, and migration. Themes include continental expansion and US imperialism, the creation of new markets, the development of agriculture and industry, slavery and its abolition, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of democracy, community, and nationhood through diverse expressions of support, dissent, protest, and reform.
In Fall 2020, the course will be organized around the interpretation of digitized primary sources, including online lectures, group work, and tutorials. On-campus students will participate in small-group discussions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None
In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation’s burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

The Long 19th Century explores the history of the United States from the early Republic to the Progressive Era (1787 to 1913), as an array of different groups and competing interests attempted answers to those questions. The period witnessed an incredible expansion of the United States from one of several imperial claimants in North America to the dominant power on the continent. Simultaneous to this expansion in geographic scope, the 19th century saw a shift in the scale of governance from a limited government to a powerful federal state that abolished property rights in slavery and intervened in struggles between labor and capital. In following that expansion and shift, this course explains the evolution of the modern United States.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST240 The United States Since 1901

‘I am certain that history has equipped modern American liberalism with the ideas and the knowledge to construct a society where men will be both free and happy.’ - Arthur M. Schlesinger Jr., January 1949

This course will explore the history of the United States from 1901 until recent times. The central focus will be on politics and society, although economics, foreign relations, war, intellectual trends, ethnic and racial relations, and other topics will also be discussed. The unifying theme will be the emergence of modern liberalism during the Progressive Era and its dominance in American politics and thought by the mid-20th century. Although intellectuals hostile to the New Deal and liberalism emerged in the 1930s and 1940s, as time passed, conservative ideas and organizations acquired increasing influence, ultimately conquering the Republican Party and changing the Democratic Party as well. Thus, political divisions that emerged in the 1890s continue to this day.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AMST230
Prereq: None

HIST241 From Romanus Pontifex (1454) to Black Lives Matter: Race and the Formation of the Modern World

This course investigates the belief system of race from its emergence in the 15th century in the wake of European expansion into Africa and the Americas to contemporary dynamics both in the Americas and globally. Rather than viewing this phenomenon in the liberal humanist terms of race relations or more recently of diversity and multiculturalism, or as merely a function ostensibly more fundamental issues (e.g. class), this course proposes to analyze race not only as a central mechanism instituting Western societies, but also as one form of how humans have organized and reproduced their social orders.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST242 World History

Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and there will also be discussion of how the major cultures fail to explain much of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise short papers; how to write longer papers based on an argument/counter-argument format; and how to work collaboratively on the group project.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST243 How to Make History, or the Art of History: Past, Present, & Future

History is one of the oldest of intellectual endeavors and through its many transitions and versions around the world it is unified generally by its literary and artistic character as much as by its research intensity. It is a study of finding out but also always about the telling. With the development of professional historiography in the 19th century, the imaginative and creative aspects of making history have been spoken about less, but they have remained crucial parts of history’s success. Today especially, it is important to understand the versions of history-making that have existed and the possibilities for students and other historians to make well-shaped, moving, decisive history. The course will examine the history of history-making, looking through its long history around the world to understand historiographical developments but also to give ourselves examples now for ways of writing history more effectively. The course will pay unusual attention to the possibilities of making history today, not only in the academy, but in fiction, in film, on television—everywhere that history is, in fact, made.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST245 Modern Latin America Since 1810

This lecture course explores some of the main themes of Latin America’s modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST245
Prereq: None

HIST246 France at War, 1934–1944
Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934–1938, and during the German occupation, 1940–1944, when French authorities collaborated with the occupier. We will consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this ‘fall’—one of the most persistent stories in history—using the very texts in which it was first articulated. We will work with selections from a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others—to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL247, CCIV118
Prereq: None

HIST248 Beyond the Vote: Race and American Democracy
The ideals of civic equality enshrined in the Declaration of Independence and the Fourteenth Amendment have rarely applied to African Americans. Yet African Americans continue to challenge the United States to live up to its own ideals of civic equality. This course will explore the ways in which African Americans and the issue of race have shaped the twin concepts of American democracy and American citizenship from the U.S. Constitution to the present.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM258
Prereq: None

HIST249 History of the End
How will it end? Scientific/political hubris, a nuclear event, an asteroid, environmental disaster, overpopulation, resource scarcity, commodity price spikes, riots, social chaos, social control? This course investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them. In spite of its orientation toward fictional scenarios, this is primarily a course about postwar American environmental and political thought, and the ways these inflect or are inflected by fantasy.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST251 Empires in World History
Empires have dominated the political landscape across the globe for much of human history. But how did they come into being? More importantly, what strategies were used to maintain them? This course examines the history of five empires—Roman, Mongol, Ottoman, Aztec, and British—to see whether patterns emerge that might explain why a particular imperial project was successful and why it ultimately failed. In reviewing the history of each empire, we will discuss its ideology, military technology, economy, gender roles, and treatment of subject peoples to create a comparative framework in which to place empires in a global context.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST252 Industrializations: Commodities in World History
This course defines ‘industrialization’ broadly to encompass the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines, for example, cotton, rubber, guano, wheat, bananas, and quinine.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS252
Prereq: None

HIST253 Slavery, Race, and Indigeneity in Early America
This course examines the intersection of slavery, race and indigeneity in the early Americas, with special emphasis on this history in New England. The course will explore the lived experiences of the Indigenous and black founding population groups with the central role that their presence played in the politics and economics of imperial encounters and nation-state formation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called ‘science’ and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments—such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought—and consider these ideas in the cultural contexts in which they developed to better understand how people have ‘done science’ in different times and places.
Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP254
Prereq: None

HIST255 The Vikings and the Viking Age, 700-1066
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST255
Prereq: None

HIST256 Japan and the Atomic Bomb: History, Myths, and Mysteries
Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to 'Truman's decision' to drop the bomb, the idea that these bombings conclusively brought an end to World War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS256, SISP257
Prereq: None

HIST257 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosi in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?
This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irrevocably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST218
Prereq: None

HIST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture
How did a string of islands on the eastern edge of Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become 'Japan' for the first time in the late seventh century and how those cultures and peoples adopt new identities, systems of power relations and economies up to the present. This course reveals the big picture, but to understand it, the factual pixels that constitute it are examined in some detail. Students are expected to think of the course as comprehensive in the same way as mathematics or a language course.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS260
Prereq: None

HIST261 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today.
It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources?
In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London.
In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results—it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals.

For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-HIST  
**Prereq:** None

**HIST263 Inside Nazi Germany, 1933–1945**

This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-HIST  
**Prereq:** None

**HIST264 Waterways: Maritime World History**

Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed and exploited and how these responded to the sea as it has shaped the way humans think about themselves. While our inquiry will extend into the distant past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the 'age of sail' between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-GOVT  
**Identical With:** ENVS264  
**Prereq:** None

**HIST266 American Labor History from 1776 to Recent Times**

"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-HIST  
**Identical With:** FGSS265, AMST265  
**Prereq:** None

**HIST267 Development in Question: Conservation in Africa**

"Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-HIST  
**Identical With:** ENVS267  
**Prereq:** None

**HIST268 The Origins of Global Capitalism: Economic History, 1400–1800**

This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical,
This course provides a foundational survey of British history from the Revolution of 1688-89 through the upheavals of the late 20th century. It offers a chance to understand the contemporary issues in Britain from the 17th to the 21st centuries by using a variety of primary sources (textual, visual, material) from the period. This course seeks to help students improve their ability to research and create coherent and persuasive written arguments.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST279 The Making of Modern Japan, 1500 to Present
In a global context, Japan emerged as a major player on the world stage after 1500. While in the midst of what later was called the Warring States Period (sometimes dated 1468–1600), Japanese traders and others maintained a broad network of commerce that included not only Korea and China but spread to Southeast Asia. Europeans first reached Japan in 1543, and it was soon obvious that no European state had the military might to colonize Japan. These are the roots from which a modern Japan appeared that in the 19th and early 20th centuries militarized and set upon an imperial project until defeated at war in 1945. Since then, Japan has emerged as a postmodern, highly technological, pop culture-oriented, and aging country. One theme that will be examined across the semester is environmental change over the long term.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800
With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This course analyzes the historical forces driving this process. It begins by studying the transformation of Europe’s overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.

Offering: Host
Grading: OPT
Credits: 1.00
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi ‘New Order.’ We will explore the reasons for the ultimate failure of the German war effort and the country’s catastrophic destruction and defeat in 1945, as well as Germany’s postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizonal Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: CGST281, GRST350
Prereq: GRST213

HIST283 What Is Rationality?
What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures—or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today.
From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as ‘the art of thinking,’ to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP283, PHIL154
Prereq: None

HIST285 Modern South Asia
This course examines the history of South Asia with a focus on India and Pakistan since the 1940s. The approach will combine a chronological survey with investigations of key themes, including nationalism, war, partition, foreign policy, democracy, development, subaltern insurgency, gender and sexuality, religion, and caste and class. We will also examine the lives and legacies of Gandhi, Jinnah, Nehru, Ambedkar, and Savarkar.

Offering: Host
HIST291 Gender and History: Women Working, the U.S., and Global Capitalism Since 1900 (FGSS Gateway)
This seminar will introduce first- and second-year students to the history of gender, sexuality, and women's paid work in the context of the U.S. and global capitalism since 1900. In this perspective, 'U.S.' does not denote only the bordered United States, but also a political, economic, and cultural hub for currents of transnational capital and labor. While women have always worked, ideas about 'woman's work' shift across race, class, region, and time. Feminist historians have studied gender roles, work, and labor activism, yet recent histories of capitalism too often ignore women's history, gender analysis, and sexualities. Readings will include histories of women in various parts of the world, where they often labored for U.S. enterprises. We will discuss influential theories in the field of gender and sexuality studies and how they apply to the writing of such history. All students interested in gender as a category of historical analysis for their scholarly work in any field, as well as prospective history and feminist, gender, and sexuality studies majors, will benefit from this course.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST293 The U.S. Civil War, 1861--1865
This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST292 The U.S. Civil War, 1861--1865
This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST294 Political Fiction
Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST296 Colonial Latin America
This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST296
Prereq: None

HIST297 Mexican History and Visual Culture from Conquest to the Present
This course offers an introduction to Mexico’s history from the conquest of indigenous empires to the present, paying special attention to how images and visual culture—from the Virgin of Guadalupe to patriotic parades to lucha libre—not only reflected, but also shaped, Mexican society and its political development. Through this lens, we explore the construction and unraveling of the colonial system, the emergence of the nation, the upheaval of the first major social revolution of the 20th century and its aftermath, and contemporary events. In addition to providing an introduction to major historical phenomena and debates, this course also familiarizes students with methods for using visual materials to understand and interpret the past.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST257
Prereq: None

HIST298 Oh Canada: Creating the Northern Neighbour, 1776–1896
This course will help answer a pressing question: Why does Canada exist? Students will explore the complicated relationships that shaped America’s northern neighbor. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) a unique democratic experience defined in no small part by its inability to define itself. From the outbreak of the American Revolution until the end of the 19th century, the polyglot inhabitants of loyal British colonies north of the United States constructed a multi-faceted identity that remains the topic of great debate to this day. Students will examine the political, cultural, and social histories that transformed British colonies into the Dominion of Canada founded on what was and still is Indigenous territory.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST300 Past Present: A Calderwood Seminar on Public Writing in History
What is the nature of history as a form of knowledge? How do historians engage with the past? What is the relationship between history and literature, fact and fiction? Students will grapple with these and related questions through a range of media—including articles, books, film, public lectures, and interviews—addressing fields as diverse as global maritime history, temporality, microhistory, historical biography, oral history, memoir, and the historical imagination.
In addition to learning about what it is historians actually do (and how they think about what they do), students will compile a portfolio of ‘public writing’ that includes op-eds, book reviews, film reviews, summary distillations, and intellectual profiles. Weekly writing assignments will benefit from detailed peer editing and collaborative in-class workshopping. Over the semester, students will learn how to craft scholarly insights and arguments about history in jargon-free prose for an interested, educated public.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST 301 The Spanish Civil War, 1936–1939

The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of World War II. The ideological character of the civil war in Spain, which appeared to pit left vs. right, or democracy vs. fascism, or nation and religious faith vs. communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe’s dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe’s response to them through contemporary writings, such as journalistic and participants’ accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST 302 Reproductive Politics and the Family in Africa

This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced political practices and ideologies and, in turn, changed conceptions of motherhood, fatherhood, and the family.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST 303 Medieval on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Medieval people moved: They traded and sent emissaries; they invaded and migrated; they wandered, beggar, and ascended the heavens; they went on crusade, jihad, and pilgrimage. This course will first analyze the most consistently preserved sources on medieval movement: accounts of pious travel ‘for God’s sake and not for pleasure.’ We will then contextualize such accounts with two other types of movement: the physical journeys of traders, diplomats, and warriors, as well as the interiorized journeys of the prophet, the mystic, and the storyteller. By encompassing this variety we will be able to pursue a larger question: Can patterns of exchange across the physical and cultural barriers of geography, language, religion, and governance reveal a more global medieval world than we usually envision?

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL308, MDST308
Prereq: None

HIST 304 Coexistence and Violence in Europe: Jews, Muslims, Roma and Their Neighbors

From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands with religiously and ethnically diverse populations into homogenous nation-states. This course will examine the processes that remade these borderlands, along with the changing relations between the various ethnic and religious communities that dwelled within them. Students will consider examples of both peaceful coexistence and violent conflict among these populations, as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, socialism, and fascism on these regions. Throughout the course, students will consider especially the history of Jewish, Muslim, and Romani minorities in light of major themes.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST 305 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality

We Were Eight Years in Power examines the crucible of American democracy by looking at the struggle of African American rights following the Civil War. Debates in the period on the rights of African Americans continue to structure American ideas of race and citizenship to the present day. The foundations of American racial animus and systemic racism date to Reconstruction. We will explore both the periods of Reconstruction (1863-1877) and Redemption (1877-1910), its dark successor that saw the establishment of Jim Crow. We will discuss readings on the promise of interracial rule, Reconstruction in the north, the violent overthrow of racial equality, and the establishment of the color line in American law.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

HIST 306 The Economy of Nature and Nations

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism’s vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the ‘economy of nature,’ to the design of markets for carbon credits today.

Offering: Host
ideals and extant imperial bonds. This course will examine the movement of
people and ideas within and across these new boundaries to explore the idea
of mobility as a revolutionary, Native, and loyalist ideal. American settlers
wanted to push west, and some later moved north; Natives desired to maintain
their migratory patterns and traditional lands; and British Loyalists moved to
remain members of—and demand changes within—the British Empire, while also
relocating to American states when necessary. The borders that divided colonies
and separated states were challenged and ignored as soon as they were created.
By exploring the political ideals, territorial claims, and movement of people
during and after the American Revolution, students will be encouraged to study
the Revolution not as an American event, but rather as a North American process
shaped by those who moved through it.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP307, ENV5307

Prereq: None

HIST308 Trump-Evangelicals: the History of Fundamentalism and
Evangelicalism in America
This course examines the history of American evangelicalism, seeking to
understand the nature of its support for the presidency of Donald Trump.
Beginning with a brief overview of religion in the colonial and revolutionary eras,
the course examines revivalism, slavery, and the emergence of fundamentalism
during the 19th century. Special attention is paid to the re-emergence of
evangelicalism after World War II, the establishment of the religious right,
global evangelicalism, and the core evangelical support for the candidacy and
presidency of Donald Trump. Students will be challenged to consider the ways
issues of gender, race, and economics have shaped 21st-century evangelicalism,
and reflect on how the movement’s view of American history contributes to its
own sense of identity and purpose.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST309 The Idea of Nature: Theory and Practice
What is nature, that our minds are so full of it? Aristotle, the first naturalist in
European intellectual history, called it an inner principle of change, and wove
his observations of the natural world into the fabric of his philosophy; Darwin
inherited a millennia-old tradition of thinking about change in nature and
produced the theory of evolution we live with today. This seminar charts the long
history of the idea of nature in European thought, moving between the histories
of philosophy and what was once called ‘natural philosophy’ and is now called
‘science.’ Along the way, we will meet the constituent parts of living ‘nature’:
animals (what are they, anyway? And are we them?), plants, and then, with the
advent of microscopy, the cell itself. This course also explores the cultural life
of the idea of nature, by devoting substantial time to a specific case study: the
natural history museum, a creation of the Victorian period that has, for more
than a hundred years, offered many people their first glimpse of the idea that
nature is the kind of thing that has a meaningful past, and possibly a future as
well. How did natural history museums explore evolutionary theory for the
general public? How did they expand people’s sense of time, and of the variety
of species in nature? How did they court, and deal with, political and religious
controversy? And how were they sometimes the beneficiaries of, and implicated
in, the political and intellectual project of colonialism? We explore all these
questions. Readings include Aristotle, Hans Blumenberg, Georges Canguilhem,
Charles Darwin, Sigmund Freud, Pierre Hadot, Donna Haraway, Ursula LeGuin,
Harriet Ritvo, Sophia Roosth, and Steven Shapin.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST310 Moving Through the Revolutionary Age: British Colonies and Early
America, 1774–1815
Thomas Jefferson argued in his 1805 inaugural address that boundaries were
less important than principles. Regardless of where they lived, Americans were
Americans. British colonists were equally mobile and equally sure that their
British liberties followed them wherever they went, which in no small part led
to the Revolution. In the period during and after the American Revolution, with
the creation of states and colonies in northern North America, people and ideas
moved with regularity from one region to the next, thus testing Jefferson’s
ideals and extant imperial bonds. This course will examine the movement of
peoples and ideas within and across these new boundaries to explore the idea
of mobility as a revolutionary, Native, and loyalist ideal. American settlers
wanted to push west, and some later moved north; Natives desired to maintain
their migratory patterns and traditional lands; and British Loyalists moved to
remain members of—and demand changes within—the British Empire, while also
relocating to American states when necessary. The borders that divided colonies
and separated states were challenged and ignored as soon as they were created.
By exploring the political ideals, territorial claims, and movement of people
during and after the American Revolution, students will be encouraged to study
the Revolution not as an American event, but rather as a North American process
shaped by those who moved through it.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP307, ENV5307

Prereq: None

HIST311 Ethnicity and Religion in the Middle East and the Balkans
Starting with Benedict Anderson’s ‘imagined Communities,’ this course examines
the transition from religious to ethnic identities in the lands of the former
Ottoman Empire. To what degree do religious identities continue to shape ethnic
ones? What is the role of political elites in transforming identities in the region
and how do they seek to create mass movements based on the social memories
of their communities? This course will examine both official historiography
and folk memory of the past in an effort to understand continuing ethnic and
religious tensions in the Balkans and Middle East.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST313 Schemers and Redeemers: Capitalism and Religion in the Early
Republic
This course examines the intersection of two of the most significant themes
in American history: capitalism and religion. Beginning with the Early Republic
(1790s) and continuing through the mid-19th century, this course asks students
to explore how Americans used their religious identities to negotiate and shape
market activity and institutions. Students will be challenged to rethink the ways
in which economic imperatives drive economic decisions, and to investigate
the varied ways in which religious women and men resolved tensions between
gender, class, slavery, moral dogma, and market imperatives. Finally, this
course will also require students to reflect on how the 19th-century American
experience informs our understanding of the relationship between capitalism
and religion in 21st-century America.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST314 Environmentalism in a Global Age
Over the second half of the 20th century, popular movements in the
United States and around the world achieved landmark protections for the
environment. Yet in that same period, accelerating globalization and the
emergence of transnational environmental issues like acid rain threatened
to undercut the effectiveness of national laws and regulations. This seminar
investigates how environmental activists have responded to a range of
challenges in the global age, from economic development and species
conservation to population growth and Malthusian family planning campaigns.
As those two examples suggest, environmentalists have engaged with key
developments in the modern world, in sometimes troubling ways. Although the
subject matter is historical, this course will also focus on what the history of
global environmentalism can contribute to contemporary advocacy, not least with regards to climate change.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS318
Prereq: None

HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macrohistory? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macrohistorical frameworks, including comparative history, world history, global history, deep history, and big history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CHUM341
Prereq: None

HIST317 The Great Game
The ‘Great Game’ was first popularized by Rudyard Kipling in his classic novel ‘Kim’ (1901), where it referred to spycraft in the service of empire. The term gradually came to refer to the struggle for ‘mastery’ of Asia during the 19th century, mainly between the British and Russian Empires. Nowhere were the effects of this imperial rivalry more pronounced than in Pakistan and Afghanistan. More recently the term has been applied to grand strategy, global geopolitics, and espionage, more broadly in scenarios as wide-ranging as Cold War ‘containment,’ the global ‘War on Terror,’ the current US ‘pivot’ to Asia, and China’s ‘One Belt One Road’ policy.

This seminar will examine the history of the Great Game--as both spycraft and imperial/great power rivalry--and its wider geopolitical reverberations. We will also examine an array of Great Game manifestations in popular culture. Readings will combine historical narrative and analysis with film, literature, art, and (yes) gaming.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST320
Prereq: None

HIST318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery’s term, ‘the political lives of dead bodies,’ the ways in which states mobilize dead bodies to reconfigure the political order.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: ENVS318, REES318
Prereq: None

HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918–1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918–1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: GRST264, CJST319
Prereq: None

HIST321 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan’s collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST320
Prereq: None

HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle’s rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike.
This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog’s film Fitzcarraldo (1982).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST322
Prereq: None

HIST324 Homelands: Indigenous Worlds in North America
This class will investigate the story of Indigenous peoples discovering Europeans. It is a difficult story to tell, because few Indigenous inhabitants left written records describing what it was like when ships arrived on the shores and the men and women disembarked, established settlements, and began the process of expanding across the continent. Some encounters were peaceful, while others were violent. Every encounter, however, can be understood by studying Indigenous societies and their worldviews. Far from static and unchanging groups, Indigenous nations were constantly adapting to their physical and spiritual world. This class will use primary and secondary sources to explore North America from the Indigenous perspective, including the rise and fall of great societies before the arrival of Europeans, strategies of contact and exchange after 1500, and the quest to maintain authority and independence during the 18th and 19th centuries.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST325 Fugitives and Freedman: The Politics of Slavery in the Civil War Era
The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery’s expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM335
Prereq: None

HIST327 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians
This seminar investigates a unique ‘age of empires’ in the wider Mediterranean world—the ninth century—during which imperializing revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these ‘renaissances,’ we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return, specifically of Greek, Roman, and Persian imperial traditions. The course uses a workshop environment that relies on both collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations and a (in-translation) source-based research project.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL347, CHUM315
Prereq: None

HIST332 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena—a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire—to finally break into this most gendered of genres? And, how has Anna Komnena’s accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with the Alexiad through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL350, MDST350
Prereq: None

HIST332 Race Discourse in the Americas
This course examines the belief system of race as it intersects with contemporary social and political concerns. These include: gender, sexuality, AI and technology, animal studies, Obama and black politics, mass incarceration, and questions of environmental sustainability. Moving beyond the national borders of the United States, the class will also explore the functioning of race in South Africa as well as conduct a comparative inquiry of the idea of caste that has been used to analyze the social structure of several South Asian societies. The course seeks to understand the transformations and persistence of racial hierarchy as a constitutive element of our present global order.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST333 Appeasement and the Origins of the Second World War
In this study of Europe’s crisis, 1933-1939, from Hitler’s appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler’s aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L333
Prereq: None
HIST334 Social History of Islam in Africa
The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST335 Nature, Science, and Empire in Early Latin America
This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the ‘polemic of Spanish Science,’ together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST335
Prereq: None

HIST336 Development
This course is a history of economic development, understood as a series of ideas about how countries progress toward greater prosperity, higher standards of living, and greater quality of life. We will question the origins of these ideas during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, technical assistance, the Green Revolution, and the role of international organizations in shaping the world order. The course draws on recent histories of human rights, empire, and liberalism, and surveys feminist and environmentalist critiques to development approaches.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST337 Mystical Traditions in Islam
Muslim scholars today often condemn the mystical traditions of Sufism as being un-Islamic. But for almost 1,000 years, mysticism provided an alternative voice to Muslim believers. This course will explore the origins and development of Sufism and its extraordinary impact on the cultural life of Muslims over the past millennium.
Offering: Host
Grading: A-F

HIST338 History and Theory
This seminar will explore the contemporary theory and philosophy of history, giving special attention to the publications of ‘History and Theory,’ the academic journal owned and edited by Wesleyan University faculty for the past 60 years. We will discuss such topics as the nature of historical truth; history as a science, with laws, and as an art, with style; the nature of historical time; gender history; agency and causation; history of the emotions; of animals, and history’s moral imperatives; as well as the ramifications of the postmodern turn. We will give special attention to recent arguments about the theory of history and the nature of the past.
Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, Reinhart Koselleck and Gabrielle Spiegel.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL328
Prereq: None

HIST341 Body Histories in Africa
African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners ‘other.’ All too often the body as an instrument for creative expression, ritual healing, or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision (for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of ‘sitting on a man’ by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM349
Prereq: None

HIST342 The Rise of the Conservative Movement in the United States Since 1945
‘So inevitable, yet so unexpected,’ Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did
mid- and late-20th-century American conservatives compare to earlier sorts of conservatism in America in the early Republic, the antebellum South, modern American liberalism, and political conservative parties in Europe and Britain? What is the historical significance of the movement?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST345 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s

This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark’s ‘Civilisation’ and ‘Monty Python’s Flying Circus’ (both 1969) to Jacob Bronowski’s ‘The Ascent of Man’ (1973) and Alistair Cooke’s ‘America’ (1972), John Kenneth Galbraith’s ‘The Age of Uncertainty’ (1977), and David Attenborough’s ‘Life on Earth’ (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s’ color television documentaries influenced the way that humanities are televised presently up to today. This course satisfies requirements for the ‘Visual and Material Culture’ module in history and major requirements for the Science in Society Program.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM353, SISP352
Prereq: None

HIST348 Urban Histories of Latin America

Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America’s major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the everyday experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.

Offering: Host
Grading: A-F
Credits: 1.00

HIST349 Comparing Revolutions: The United States and Early Canada, 1774–1815

The American Revolution didn’t just create the United States. Loyalists fled to British colonies in what would become Canada, while Native nations reasserted their sovereignty over ancestral homelands. British, French, American, and Indigenous peoples in North America expanded (or moved) west, established new communities, and struggled to retain (or create) new identities.

Students in this seminar will read widely in the literature of the revolutionary era as it pertains to American, Canadian, and Native groups and will undertake specifically comparative research as part of Professor Lennox’s larger book project. What did Benjamin Franklin think of Montreal? Where did Iroquoia go after 1783? How did the creation of states such as Vermont compare to the division of Quebec the same year? What impact did David Thompson’s exploration for the Hudson’s Bay Company have on Lewis and Clark? By combining close reading of the most recent literature with in-depth exploration of primary sources, this seminar will encourage students to consider the Revolution as a continental rather than national event.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM318
Prereq: None

HIST350 The Communist Experience in the Soviet Union (CLAC.50)

Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-HIST
Identical With: CGST352, REES352
Prereq: None

HIST353 The Communist Experience in the 20th Century

Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism’s answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these
ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES353
Prereq: None

HIST352 The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism’s answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES353Z
Prereq: None

HIST355 The 1918 Influenza Pandemic: A Research Seminar
This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP355
Prereq: None

HIST356 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM229, LAST229
Prereq: None

HIST357 Regulators: The Administrative State in Modern America
How much arsenic is permissible in drinking water? Should financial firms be required to hold on to some of the risky securities they issue? Can a company sell a jar of peanut butter that contains only 90% peanuts? In the modern United States, the answers to these questions are determined by the administrative state - a collection of dozens of regulatory agencies, bureaus, and commissions comprising millions of officials and staff. Historians, political scientists, and other scholars have long recognized the administrative state as an important site of governance. But unlike Congress, the courts, or the Presidency, most of us have little idea about what exactly the administrative state does, much less how these regulatory bodies came to have so much power and responsibility. EPA G-Men banging down doors in Springfield might get a laugh on ’The Simpsons,’ but why do EPA special agents carry guns?

This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities, before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CHUM229, LAST229
Prereq: None

HIST358 Ireland: History Remembered and Forgotten
The writing of history is often a political act. Perhaps nowhere has the practice been as politicized as in Ireland where the two competing traditions on the island, Nationalist/Catholic and Loyalist/Protestant, have advanced their respective cause through the appeal to history so that two very different narratives of the island’s past have emerged. This course will examine the history of Ireland from the rebellion of 1641 to the Good Friday Agreement of 1998. In doing so, we will see how differing memories of the past have shaped
how members of both communities respond to their present. History here will be broadly defined as being both the formal production of historical texts by scholars and history as it is remembered by ordinary people in stories and songs. Finally, we will examine the "Revisionist" school of Irish history that has sought since the 1970s to put forward a unified narrative of Ireland's past. Did those efforts lead to peace?

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Prereq:** None

**HIST362 Issues in Contemporary Historiography**

This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence.

This course should be taken in the student's junior year.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Prereq:** None

**HIST366 A History of Incarceration in the United States**

This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Identical With:** CSPL366

**Prereq:** None

**HIST367 Life of Modern Fact**

Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Identical With:** SISP367

**Prereq:** None

**HIST368 Postcolonial Paradox: History and Theory in the Global South**

This seminar examines postcolonial theory in history, particularly in the wake of Edward Said's classic 1978 text, 'Orientalism,' and the historiographical intervention known as 'Subaltern Studies' (which flourished in the 1980s and '90s). The paradox invoked in the title is both historical and historiographical. At one level it refers to the persistence of colonial practices, ideologies, and regimes of thought (or 'epistemes') in the decolonized world; at another level it signals the critique by intellectuals, both within and beyond the 'global south,' of the forms of knowledge--especially history--that sustained European imperialism and colonialism. Students will explore how philosophically and theoretically inclined historians from the global south and beyond have wrestled with the double-bind of postcolonialism, beginning with historians in South Asia but extending to Africa, the Middle East, Southeast Asia, Oceania, and Latin America--and even the 'global north.'

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Prereq:** None

**HIST369 Issues in the Environmental History of Japan**

Many people continue to voice the idea that the Japanese have a special relationship with nature while thinking, for example, of Japanese gardens and the deification of natural objects such as trees and rocks. The triple disaster of earthquake, tsunami, and nuclear meltdown that occurred in 2011 has challenged that perspective. Yet few are aware of the tremendous human impact on the environment of the Japanese archipelago and its surrounding regions in both premodern and modern times. In this course we will place Japanese environmental history into a wider context while examining how economic, social, and cultural forces have had an impact on the natural environment. Topics include premodern deforestation and water management, the toxic effluvia of mining, mercury poisoning, nuclear contamination, and changes in disease patterns.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Prereq:** None

**HIST370 Disease and Health in Modern Asia**

While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly over the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire--both Western and Japanese--are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** SBS-HIST

**Identical With:** CEAS272, SISP370

**Prereq:** None

**HIST371 Fascism**

This seminar aims to identify varieties and components of fascist ideologies and to undertake comparative analysis of European fascist movements in the first half of the 20th century. The initial focus will be on the several ways fascism has been defined and understood, including examples of how the term has been utilized to characterize certain governments and personalities. Specific attention then will be devoted to Italy, Germany, Spain, and France, with emphasis on Mussolini and Hitler and their regimes. Additionally, apparent linkages of fascism to post-1945 politics, such as the National Front in France, will be explored. Other fascist movements may be chosen as the subject of a major research
HIST376 Travel and Communication in Europe

This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks that they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST377 Comparative French Revolutions

This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L377
Prereq: None

HIST378 Labor and Religion in American History

Although American workers historically have been more likely to hold religious beliefs and to be tied to religious institutions than have workers in France, Germany, England, and Italy, studies of American religion and studies of American labor alike generally have discounted this salient factor. Fortunately, the situation has begun to change.

In this seminar we will discuss the religious beliefs of American slaves, the social gospel movement, Christian socialism, Martin Luther King’s and Cesar Chavez’s work with unions, secular Jewish union militants, American workers’ outlooks, Catholic labor priests, and the policies of conservative Christian employers.

Readings highlight path-breaking scholarship in these areas.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AMST299
Prereq: None

HIST381 Japan's Nuclear Disasters
The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course.

This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: SBS-HIST
Identical With: SISP381, CEAS384, DANC381, ENVS381
Prereq: None

HIST382 Anthropocene as Modern Grand Narrative
The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's system, and the Earth is now moving out of its current geological epoch (the Holocene) and into 'a less biologically diverse, less forested, much warmer, and probably wetter and stormier state.' (Steffen, Crutzen, and McNeill 2007, Sciences Module, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism vs. uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a decolonisation fairy tale—one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP382
Prereq: None

HIST383 French Existentialism and Marxism
This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L383
Prereq: None

HIST384 Critical Approaches to the History of Disease and Epidemics
Epidemic disease is as much a part of the human condition as earthquakes, droughts, floods, heat waves and other natural hazards that can result in disaster. This course will examine four cases of epidemic disease: (tentatively) cholera, tuberculosis, and AIDS. While we will definitely be asking the classic historical question 'what happened and how?' we also will be considering how different epistemological frameworks, metaphorical strategies, and historiographical assumptions have shaped past historians' understandings of these events, while exploring alternative approaches. Students will write a research paper as a final project on an epidemic disease of their choice using an approach that helps explore some little-examined dimension of that disease. Choices will not be limited to diseases caused by microorganisms, but also can include cancer, diabetes, and other diseases that arguably have reached epidemic proportions, whether past or present.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP384
Prereq: None

HIST386 China as Scientific Powerhouse
Science, technology, and medicine played an integral role in the China’s transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on ‘its own terms’ by understanding how the unique political and social challenges of modern China shaped Chinese science.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP285, CEAS222
Prereq: None

HIST387 History of the End
How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP387, ENVS387
Prereq: None

HIST389 Connecticut's Industrial Heritage
The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's
This seminar is devoted to study of selected topics in the history of Europe after 1945. These will include the end of the war in 1945; the origins, development, and epidemic disease. In global public health, including international pharmaceutical research, drug development, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital humanities such as network analysis, geographic information systems, and database analysis.

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HIST399 History and Geography
Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS214, ENV5399, SISP399
Prereq: None

HIST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

HIST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

HIST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

HIST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

HIST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

HIST420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

HIST423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

HIST465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

HIST466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

HIST467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: OPT
Credits: 2.00
Gen Ed Area: None
Prereq: None

HIST469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

HIST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member’s course for academic credit.
Offering: Host
Grading: OPT

HIST492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member’s course for academic credit.
Offering: Host
Grading: OPT
HIST496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U