HISTORY (HIST)

HIST101F History and the Humanities (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST101F without having to take HIST102F.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-HIST
Prereq: None

HIST102F History and the Humanities II (FYS)
This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST102F without having taken HIST101F.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-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
Prereq: None

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 the way filmmakers represent the past and, alternatively, how films inform historical memory—particularly 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, especially films produced by the Bombay/Mumbai (“Bollywood”) film industry since the 1950s. However, we will also include the rise of “parallel” or “art” film. There will be one evening screening (Tuesdays) and two morning class sessions per week (Tuesdays and Thursdays). Films will range from classics like “Mughal-e Azam” and “Amar, Akbar, Anthony,” to lesser-known works such as “Umraon Jaan,” “Sangharsh,” “Shatranj ke Khiladi,” “Legend of Bhagat Singh,” and “Rang de Basanti,” to more recent blockbusters such as “Lagaan,” “Hey Ram,” “Jodhaa Akbar,” “Bajirao Mastani,” and “Rangoon.”
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST124 The Making of the Modern American Landscape
This course explores the history of modern America embedded in the world around us. From the story of industrialization told by the paper mills along the Connecticut River to the legacy of racist exclusion built into the Long Island Parkway, this course will teach students to interpret the physical landscape as
a historical source as part of a broader introduction to the field of history in its many forms.

Offering: Host
Grading: A-F
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 - with subjects ranging from 17th-century contests between American Indians and Europeans along the saltwater frontier to the story of a Texas slave who reinvented himself as a Mexican millionaire in Gilded Age Manhattan to Canadian protests over acid rain in the 1980s.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
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: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: PHIL112, CHUM228, COL228
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
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— coping 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 Brunnhild, 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
phenomena. Ideas, like currents, circulated from one shore to the next. Critical
reading of academic articles and primary sources will enable us to explore the
Atlantic Ocean as a highway (for administrators), a goldmine (for pirates), a
death sentence (for slaves), and much more.

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
time 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

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.

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

HIST175 Introduction to History: The Atlantic World to 1850
The early modern Atlantic World was an interconnected place. Some of its
citizens, such as Samuel Champlain, made dozens of crossings. For others,
including hundreds of Indigenous peoples, thousands of settlers, and many more
slaves, the voyage was one way. Yet in a pre-national era it was the Atlantic
that linked residents in Europe, Africa, and the Americas. This class will explore
the nature of the Atlantic World from its beginnings in the fifteenth century to
the dawn of a more "global" age around 1850. Exploration, cultural interaction,
trade, concepts of sex and gender, slavery, war, and revolutions were Atlantic
phenomena. Ideas, like currents, circulated from one shore to the next. Critical

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.

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

HIST180 Introduction to History: Introduction to Japanese History
This course is an overview of Japanese history and culture from prehistory
to the present. The course will consider 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 adopted new
identities, systems of power relations, and economies up to the present. While
this course examines the big picture, to understand it, the factual pixels that
constitute it require close examination. As a consequence, evaluations include
a map quiz and in-class tests that require a mastery of both factual detail and
analytical skill. Evidence considered will be both textual and visual.

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

HIST186 Introduction to History: Gandhi and the Raj
The “Raj”—India’s subjection to Britain in the 19th and early 20th centuries—
was the world that gave rise to Mahatma Gandhi, and the world that Gandhi
subsequently overturned. In this “introduction to history” course, students will
examine the making, unmaking, and remaking of the Raj, and Gandhi’s central
role in that process. We will begin with the Rebellion of 1857 and end with the
assassination of Gandhi in 1948, a year after the Partition of British India into
the independent nation-states of India and Pakistan.
This is an Introduction to History course intended especially for first- and second-year students who are interested in the past and, perhaps, who are even (though not necessarily) contemplating 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

HIST195 Mellon Mays Seminar
This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: SBS-HIST
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: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS
Identical With: CCIV231
Prereq: None

HIST205 Roman History
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

HIST206 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

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS265
Prereq: None
HIST210 Jews & America
This course will investigate why Jews came to America and how they and their children adapted to their new home. It will explore American Jews’ relations with other groups, including the Irish Americans, African Americans and the white Anglo-Saxon Protestant elite, and Jews in other parts of the world. Finally, the course will consider Jews’ quite significant impact on the American economy, politics, society, and culture. Although it will begin with the colonial era, the course will focus primarily on the 19th and especially the 20th centuries.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CJST210
Prereq: None

HIST211 Digital History
This course offers an introduction to the emerging field of digital history, part of the broader digital humanities (DH), the application of computing techniques and new media to humanities disciplines. DH has important implications for teaching, research, and the presentation of cultural artifacts to the scholarly and general public. Digital humanists employ a wide-ranging set of techniques, from text- and data-mining to network analysis, topic modeling, GIS, and visualizations. DH also offers opportunities for cross-disciplinary collaborations among humanists, computer scientists, media specialists, and others. As a result, this course seeks to bring together students with a variety of skills and backgrounds (e.g. history, writing, programming, web and graphic design, sound and video) who share an interest in historical communication and making things.

Through readings, conversations, and hands-on work with DH tools and historical resources, we will examine questions pertinent to historical scholarship and consider how they may be reconfigured by new media and new applications of computing power. How does DH allow us to ask new questions as historians, and what perils do digital techniques pose for the discipline of history? Together, we will cultivate our skills as practitioners of history in the digital age.

A central component of the course will be collaborative DH projects of our own devising. Much of the course will have the character of a digital history research lab as we take real problems and relevant sources to advance historical knowledge as well as our skills. This might involve projects in which we conceive, design, build, publicize, and launch a tool, website, or other contribution to knowledge as well as our skills. This might involve projects in which we conceive, design, build, publicize, and launch a tool, website, or other contribution to knowledge as well as our skills.

This course is part of Wesleyan’s Digital and Computational Knowledge Initiative.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL370
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: MDST225
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: COL332
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.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL332L
Prereq: None
HIST217 Africa to 1800
In this course, we will examine how ancient Africa has been imagined in the past, by Africans, early observers, and contemporary scholars. We begin with prehistory and the myths and misrepresentations of Africans that have come out of early European imaginings of Africa. Ideas about "pygmies" and "bushmen" have often been used to write about an Africa without a past or to inscribe people on the continent in a static, primordial past. We examine the problems of these representations and the ways that scholars are now unpacking the complicated histories of early African societies. However, this course covers a broad span of time and space on the continent. For this reason, we will only be able to touch upon some of the larger issues for thinking about ancient Africa.

We will move roughly chronologically from human origins to end our journey in the period of early European contact. Changing technologies, means of production, the manipulation of the environment, and trade are all bound up in these histories. As we trace a history of early Africa in the world, we will also pay close attention to gender. As we examine these issues, we will consider several methods for writing early African histories: linguistic, archaeological, ecological, and oral traditions.

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

HIST220 France Since 1870
This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. We will survey the history of 145 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism, and the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; and the early years of the Fifth Republic, 1958-1969.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FIST220
Prereq: None

HIST221 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: ENV211, SISP221
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 History of Traditional China
This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty, ca 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. How did the Chinese and their neighbors understand what it meant to be a faithful spouse, self-sacrificing warrior, righteous official, or a loyal friend?
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

HIST230 Constantinople: From Rome to Istanbul
Constantinople was founded by a Roman Emperor Constantine the Great in 330. From there the story gets complicated. Should we account for Constantinople from a Western point of view and call it Roman? Or, should we label it by its Eastern religion and call it Christian? Or, should we see Constantinople's true nature in a transnational Hellenic culture and call it Byzantine? Then, once we have chosen a story to explain the city's nature, how should it end? With the pillaging fourth crusade in 1204, or the Ottoman sack in 1453, or is Constantinople yet alive in modern Istanbul? This course diverges from such narrative frameworks by accounting for Constantinople as, first and foremost, a city. Together we will explore the rich, unevenly distributed, textual and material relics of this medieval metropolis and contribute our finds to a collaborative digital database. Students will draw from this database to craft their own histories, applying both imagination and analysis into a believable and reliable story conveying the diversities and paradoxes of life in The City.

Offering: Host
Grading: Crosslisting
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL128, 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
Identical With: MDST251
Prereq: None

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
local contexts and contingencies. Using primary and secondary sources, we will
contested and negotiated territory in which imperial plans were subjected to
powerful Indigenous groups. This course will examine North America as a
construction of new societies took place on a continent long inhabited by
the fall of New France at the close of the Seven Years’ War, North America
From the arrival of the earliest fishing ships off the coast of Newfoundland
Identical With:
Gen Ed Area:
Offering:
continuing centrality of religion(s) in the national culture.
formations and the growing presence of Buddhism, Hinduism, and Islam, and the
incorporation of Protestant, Catholic, and Jewish traditions into American civil
Semitism with the notion of a Judeo-Christian heritage that celebrated the
American religious style. The replacement of overt anti-Catholicism and anti-
darwinism, the course charts the influence of Protestant Christianity in
theological modernism through the fundamentalist response to liberal religion
continue to haunt both the study of religion and political life. From participation
Protestant and millennial nation and the challenges to that conception posed
by the growing diversity of religions in the country. The variety of spiritual
practices and the clashes between religion and science generated debates that
continue to haunt both the study of religion and political life. From participation
in a transatlantic evangelical culture to the rise of the social gospel and
theological modernism through the fundamentalist response to liberal religion
and Darwinism, the course charts the influence of Protestant Christianity in
American culture and evaluates claims about the development of a distinctively
American religious style. The replacement of overt anti-Catholicism and anti-
Semitism with the notion of a Judeo-Christian heritage that celebrated the
incorporation of Protestant, Catholic, and Jewish traditions into American civil
religion figures as the central dynamic of the 20th century. The course concludes
with a consideration of contemporary religious developments, including New Age
forms and the growing presence of Buddhism, Hinduism, and Islam, and the
continuing centrality of religion(s) in the national culture.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RELI285, AMST236
Prereq: None
HIST237 Early North America to 1763
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
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: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
HIST239 The Long 19th Century
This course surveys the history of the United States from the Early Republic to
the Gilded Age. Central subjects include plantation slavery and global commodity
markets, westward expansion and the dispossession of American Indian lands,
emancipation and the meaning of freedom, immigration and urbanization, and
changing roles for women with the development of wage labor. The course will
pay special attention to how different groups of Americans created, constrained,
appealed to, and otherwise deployed the powers of the government on behalf of
their interests.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
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
disappointments, struggle, and multiple disasters. A divided France encountered
Franco-French civil war. These were years of uncommon political engagement,
entered a decade in which it was at war with itself, often characterized as a
1934, followed immediately by massive popular protests from the Left, France
Beginning with a Parisian riot widely understood to be a fascist insurrection in
HIST246 France at War, 1934--1944
Prereq: None
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AMST230
Offering: Host
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 multimedia, material culture, visual sources, primary texts, and a textbook,
this course will give students a solid understanding of World History from 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
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
HIST249 Roman Urban Life
What was it like to live in an ancient Roman city, whether it be a large metropolis
like Rome or a small village in one of the provinces? What were the dangers
and the amenities? To what degree is the quality of life reflected in art and
literature? After an initial survey of life in the city of Rome, with readings drawn
from ancient and modern sources, students will examine a number of separate
topics on Roman urban life and will compare and contrast this with the evidence
from cities around the Roman Empire. Topics will include crime, prostitution,
medicine, entertainment, and slavery. Particular emphasis will be placed on the
differences in the urban experiences of the various social classes, ethnic groups,
and genders. The course is intended for students from a variety of disciplines, but
some knowledge of the Roman world is strongly recommended
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARCP328, CCIV328
Prereq: None
HIST250 Romans and Christians: The World of Late Antiquity
The emperor Diocletian’s administrative and financial reforms, closely followed
by the conversion of Constantine to Christianity, mark a watershed in the
history of the late Roman Empire. From AD 284 (accession of Diocletian) until
the establishment of the Germanic successor kingdoms (roughly in the sixth
century)—the period known as late antiquity—the Roman West presents a
fascinating picture of cultural change. In this course we will study the period
(fourth to sixth century) from three different perspectives: the conversion
of Romans to Christians and of Christians to “Romans”; the material world
of late antiquity—especially the changes to the city of Rome—and the art,
architecture, and literature of the period; and the rise of the cult of the saints
and of monasticism and the lives of the holy men and women. The course
will conclude with an epilogue pursuing these themes in Ostrogothic Italy and
Merovingian Gaul.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CCIV275, RELI274, MDST275
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
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: SISP257, CEAS226
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 as 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

HIST262 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies
This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS255, ARHA262, SISP255
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.
environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai started the Green Belt Movement in 1977. 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?

The growth and challenge of royal and parliamentary power will frame 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.

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, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.
History (HIST)

HIST274 Public History
This course introduces students to the theory and practice of history in the public realm—in the museums, archives, historic sites, parks, landscapes, and other places we encounter the past. Through readings, discussions, and hands-on work, we will consider the challenges and opportunities of doing history beyond the classroom and develop our skills in historical interpretation directed at broad audiences. We will ask such questions as: How do we tell stories with objects, text, and images? Whose history are we interpreting? How do we connect with the past in our daily lives? What role can historians play in public discourse? The central assignment of the course will involve developing a local public history project.

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

HIST275 Empires on Fire: Revolutions in the Atlantic World
This class will explore what historians have called the "Age of Revolutions." The ideas, ideologies, and actions that set empires aflame during the long 18th century formed an entangled revolutionary experience that spread from one part of the Atlantic world to the next. From England's "Glorious Revolution" in 1688 to the American, French, and Haitian revolutions at the end of the 18th century, and then on to the South American and Canadian uprisings in the early 19th century, this course will examine revolutions not as discrete events but as interrelated processes. By studying the perspectives of leading politicians, regular subjects and citizens, and marginalized groups, students will investigate the wide variety of revolutionary experiences.

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

HIST276 Constructing Hinduism and Islam
What is Hinduism? What is not? Is Islam a religion or a way of life? What is the difference? The meanings of few words are as greatly contested as is "religion." For Western (primarily Christian) observers, Hinduism and Islam have acted as foils for their self-perceptions of faith, practice, modernity, and culture. More significantly, Western scholars of religion, in the course of their studies, have influenced the self-understanding of those who identify themselves as Hindu and Muslim while, undeterred, many Hindus and Muslims have advocated their own practices, beliefs, and sensibilities. The concept of religion continues to play a significant role in both nation formation and international affairs. Using theory critiquing the category of religion, we will explore the application of this term by Westerners in South Asia and the Middle East and investigate the continuing debate regarding the identities of these religions both by those within and outside these traditions.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI1310
Prereq: None

HIST277 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought
According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment—roughly, the half millennium between the second and seventh centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA291, RELI236
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: HA-ART
Identical With: CEAS279
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.
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: PHIL154, SISP283
Prereq: None

HIST285 Modern India
This course examines the history, culture, and politics of India since Independence in 1947. We will begin with the trauma of Partition and the assassination of Mahatma Gandhi, and end with the rise of Narendra Modi and the "Hindu Right." The approach will combine chronology with investigations of key themes, including caste, class, gender, language, war, separatism, development, dislocation, environment, and religion.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: None

HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence
This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

HIST287 Science in Modernity and After: 20th-Century Science and Technology
This course will examine the intertwined histories of science and technology during the 20th century and beyond through the lens of three key technologies: nuclear weapons, computers, and recombinant DNA. By examining the intellectual, cultural, and social context out of which these technologies emerged and in carrying their story forward almost to the present, the course aims to understand the changing nature of science and technology in modernity and postmodernity.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVt
Identical With: SISP287
Prereq: None

HIST288 Delhi: The Past in the Present
This seminar examines the history of Delhi, one of the largest and oldest cities on the planet. Our focus will be on the ways the layers of Delhi’s past protrude into and inform Delhi’s present. We will combine a chronological and thematic approach, paying particular attention to material culture, memory, public history, and the environment.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: None

HIST290 Roman Law
In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire and to introducing students to the process of "thinking like a lawyer."
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CCIV221
Prereq: None

HIST291 Gender and History (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume’s influential book MALE DAUGHTERS, FEMALE HUSBANDS: GENDER AND SEX IN AN AFRICAN SOCIETY (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
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

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
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
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

HIST301 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

HIST302 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

HIST303 Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse
Medieval people moved: They traded and sent emissaries; they invaded and migrated; they wandered, begged, 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: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL308, MDST308
Prereq: None

HIST305 Spanish Identity in the Early Modern World
Who exactly is a Spaniard? And which particular qualities constituted “Spanishness” for peninsulares (i.e., those born in Spain itself), for the diverse inhabitants of the Spanish New World, and for Spain’s allies and rivals abroad? Was it a question of blood, culture, religion, or some combination thereof? These were questions that provoked profound anxieties, as well as a variety of responses, in the late medieval and early modern periods, particularly as Spain confronted religious and “racial” others both at home (i.e., Jews and Muslims) and overseas (e.g., Amerindians). In this course, we will closely examine these anxieties and responses, paying special attention to the creation and representation of identity itself. Topics will include the legacy of convivencia (i.e., the “coexistence” of Jews, Christians, and Muslims in medieval Spain), “purity of blood” laws, the so-called Black Legend (of Spanish rapacity and fanaticism), and the fascinating artistic genre known as “casta paintings” that depicted the dizzying variety of racial mixtures found and produced in the Spanish colonial world.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL285
Prereq: None

HIST307 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 eikos, 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 eikos 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
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP307, ENV5307
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-CHUM
Identical With: CHUM276
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

HIST314 Environmentalism in a Global Age
In the 1970s, popular movements achieved landmark environmental protections in the United States and in Europe. Yet in that same period, the globalization of industrial production threatened to undercut the effectiveness of national laws to curb pollution. Moreover, the second half of the twentieth century saw the emergence of new problems like acid rain that transcend national boundaries. This seminar investigates how environmental activism has responded to a range of challenges in the global age, from economic development and species conservation to population growth and family planning. As those two examples suggest, environmentalism has engaged with key developments in the modern world, sometimes in 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 around issues related to climate change.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENV5314
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 a term that came to stand for the great power struggle for "mastery" in Central Asia during the 19th century, mainly between the British and Russian Empires. The term has also been applied to grand strategy and global geopolitics more broadly, in scenarios as wide-ranging as the ancient Mediterranean and the modern Cold War. More recently we see the term used to describe the U.S. "pivot" to Asia and the rise of the Quadrilateral Group in the Pacific and Indian Oceans, as well as to characterize the thinking behind China's "One Belt One Road" policy. This seminar will examine the history of the Great Game in the 19th century, its wider geopolitical incarnations, and its percolations into literature, academics, and film.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
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
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: CJST319, GRST264
Prereq: None

HIST320 Power and Resistance in Latin America
This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regime in Argentina, and the civil war era in Peru. In each unit, students will read a historical monograph, an essay or testimony, and a novel.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST
Identical With: LAST300
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
This seminar investigates a unique "age of empires" in the wider Mediterranean world—the ninth century—during which imperializing political 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.
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

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
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RELI355
Prereq: None

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 50 years. We might 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; 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, Jacques Derrida, Michel Foucault, Hayden White, Frank Ankersmit, Barbara Rosenwein, Joan Scott, and Dominick LaCapra.

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

HIST344 Advanced Seminar in Latin American History
This upper-level seminar is designed to give students with previous course work in Latin American studies or study-abroad experience in Latin America the opportunity to pursue their interests at an advanced level by writing a research paper that can satisfy the senior capstone requirement in either history or Latin American studies. Drawing on the original conceptualization of the colonial heritage of Latin America and moving through transformations in the field, we will analyze recent scholarship in such topics as environmental history, gender, medicine, popular culture, race, and re-democratization and historical memory.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST
Prereq: None

HIST346 Knowledge, Race, and Justice: A Transhistorical Perspective
This course examines the relation between the production of knowledge and discourses of race/ality in three significant historical moments: during the 16th-century expansion of Spain into the Americas, during the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca’s discussion of the “affairs of the Indies,” undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework within which the question of the status of the indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups,
this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States.

Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM342
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
Gen Ed Area: SBS-HIST
Identical With: LAST348
Prereq: None

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

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

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

HIST357 Regulatory Capitalism: The History of the Modern Administrative State in America

This seminar explores the history of the modern administrative state in the United States from the Great Society to the Trump Administration as a
mechanism for governing capitalism. The course explores the political history of administrative agencies like the Occupational Health and Safety Administration, the intellectual history of the circulation of ideas about markets, the popular history of public attitudes regarding competition and risk, and the economic history of the past eighty years. Students will consider regulation and regulatory agencies in relation to juridical and legislation intervention, developing an appreciation for the regulatory state as a distinct form of governance. Students will also track the public and private response of regulated industries, learning why some business interests welcomed regulation even as they publicly decried government overreach. The course will demonstrate the value of a historical understanding of regulatory interventions and will show students how that historical knowledge can provide critical insight into contemporary issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
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 will explore varieties of evidence and problems of interpretation; Part II will provide a close examination of a historical problem using primary sources; and Part III will consider methods of and models in the construction of historical explanation.

This course should be taken in 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

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
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
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 will then 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 paper. Materials for the seminar will include documentary sources, films, interpretive studies, and biographies.

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: FIST377
Prereq: None

HIST380 Labor and Religion in American History
This seminar will explore how religious faith, ideas, and organizations influenced labor over the course of American history since the Industrial Revolution. It will begin with Old and New Testaments, Marx and Engels, and some of the path-breaking work on religion in the English working-class, then focus on America including the social gospel, Christian socialism, the Catholic Church and labor unions, black churches, immigrant churches, militant secularism (itself a kind of faith), the influence of faith of employers and mediators, and other aspects of the subject.

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: ENVS381, SISP381, DANC381, CEAS384
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 declensionist 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: SISP382, CHUM307
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
Prereq: None

HIST386 History of Science and Technology in Modern China
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, overpopulation, 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, ENV5387
Prereq: None

HIST392 The Acceleration of Europe: Mobility and Communication, 1000—1700
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.

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

HIST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application 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.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AMST393, SISP393
Prereq: None

HIST394 Seminar: Topics in the History of Europe Since 1945
This seminar is devoted to study of selected topics in the history of Europe after the Second World War. These will include the end of the war in 1945; the origins and developments of the Cold War, 1945—1962; France and the war in Algeria; de Gaulle's Fifth Republic and the events of 1968; Spain since 1975; Germany's ascendency; the decline and collapse of the Soviet Union; the European Union; and contemporary Europe.

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

HIST395 "If there is no God, then everything is permitted?" Moral Life in a Secular World
In Fyodor Dostoevsky's The Brothers Karamazov, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without...
God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES344, RELI393
Prereq: None

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: ENVS399, CEAS214, 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.

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