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

HIST103F From Protest to Revolution: A Middle Eastern History (FYS)
This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activisms in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.

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

HIST109F With Bold Knife and Fork: An Introduction to Food History (FYS)
This first-year seminar is an introduction to food history and food studies, two linked fields in which we ask how people have satisfied their appetites, and what their choices mean. This encompasses everything from the question of how agriculture began, to the question of what it meant to eat a Korean taco in Los Angeles in, say, 2014. Food history and food studies are vast fields, and in this seminar we will sample many versions of them. Because this seminar is designed for students just beginning college, it introduces a variety of academic approaches to food, from chronological analyses of how specific ingredients became important for specific populations, to the anthropological treatment of food and identity, to cultural histories informed by primary sources--that is, documents written by historical actors. We even read contemporary ‘food writing,’ including restaurant reviews, which are themselves historical documents of a sort. This course also has a strong chronological through-line, winding from the establishment of agriculture to the modernization and industrialization of global food ways.

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

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

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

HIST117 Chinese Cities
More than half of China’s population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas.

This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, ‘storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them.’ We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.

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

HIST118F History of U.S Social Movements (FYS)
This first year seminar course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women’s rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use
evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
HIST123F Cinema India: South Asia’s Past on Film (FYS)
This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory—especially in the context of the competing trajectories of nationalism and globalization in South Asia. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, including films produced by the Bombay/Mumbai (‘Bollywood’) film industry since the 1950s. We will also examine the rise of ‘parallel’ (or ‘art’) cinema. There will be one session reserved for evening screenings (Tuesdays) and two morning sessions per week (Mondays and Wednesdays). Feature films will range from classics like ‘Mughal-e Azam’ (1960) and ‘Umrao Jaan’ (1981), to lesser known works like ‘Shatranj ke Khiladi’ (1977) and ‘Hazaaron Khwaishein Aisi’ (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as ‘Lagaan’ (2001), ‘Jodhaa Akbar’ (2008), ‘Bajirao Mastani’ (2015), and ‘Padmaavat’ (2018), comparing them to the disappointing performance of budget-busting period dramas like ‘Thugs of Hindustan’ (2018) and ‘Manikarnika’ (2019).

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

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM360, PHIL160
Prereq: None
HIST130F North American Borderlands (FYS)
North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material—subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.

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

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENVS135
Prereq: None
HIST140 Virtue and Vice in History, Literature, and Philosophy
Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL228, CHUM228, PHIL112
Prereq: None
HIST141 Theories and Models
This class will focus on how theories and models are designed and regarded across the university curriculum—in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability—or truth status—of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn’s THE STRUCTURE OF SCIENTIFIC REVOLUTIONS (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None
HIST151 Introduction to History: The ‘Russian World’ Past and Present
The ‘Russian World’ has become a central—though deeply ambiguous and contested—theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the ‘Russian World’ have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.

Offering: Host
Grading: A-F
within the span of just 31 years (1918-1949) than any other modern society in

Republic

Prereq: None

Credits: 1.00

Gen Ed Area: SBS-HIST

Offering: Host

Grading: A-F

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--copulating with history and creating sense for their world. The course will typically feature one person or pair per week, and by examining their writings or stories and the contexts in which these were produced, the nature of medieval life, the pressure on the self, the articulation of gender and ethics for the entire period will come into view. Among the figures studied are likely to be St. Augustine, Queen Brunhild, St. Anselm, Abelard, Heloise, William Marshal, King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery Kempe, and Pope Pius Il.

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

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Prereq: None

HIST170 Introduction to History: American Material Culture

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

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Prereq: None

HIST171 Introduction to History: History of U.S. Social Movements

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

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

Prereq: None

HIST172 Introduction to History: Germany from Napoleon to the Berlin Republic

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

Offering: Host

Grading: OPT

Credits: 1.00

Gen Ed Area: SBS-HIST

Identical With: GRST272

Prereq: None

HIST174 Introduction to History: European Reformations

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

Offering: Host

Grading: OPT

Credits: 1.00

Gen Ed Area: SBS-HIST

Prereq: None

HIST175 Intro to History: Resistance and Revolution in the Atlantic World, 1500-1850

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

Offering: Host

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-HIST

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

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

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

HIST186 Introduction to History: The Raj (India and Britain)
This course examines the history of the ‘Raj,’ India under British rule, from the 18th to the 20th century. We will explore how merchants from a remote island in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of social protest and political belonging.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: ENV5237
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-CLAS
Identical With: CCIV231
Prereq: None

HIST206 Classic Christian Texts
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
intended to make the students better readers in Western humanities and social sciences.

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

HIST208 War and Religion in Early America
This course examines the intersection of war and religion in early America. Beginning with the first European settlements in North America and continuing through the Early Republic (1790s), this course asks students to explore how the religious identities of early Americans influenced their concepts of war and violence. Students will be challenged to rethink the ways in which religious imperatives created and shaped violent conflict, and to investigate the varied ways in which religious women and men relied upon moral dogma to interpret war and violence. Finally, this course will also require students to reflect on how the early American experience informs our understanding of the relationship between war, violence, and religion in 21st-century America.

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

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL332L
Prereq: None

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

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

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

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world’s first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity’s greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia’s revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a 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: REES219
Prereq: None

HIST220 Authority and Resistance: France Since 1870
Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1881, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, 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, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; 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; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the ‘yellow vests’ in 2018-2019.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: RL&L220
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 interconnectedness, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP221, ENV5211
Prereq: None

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL229, 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.
HIST232 Turkey and the Balkans, 1453 to present
The Balkan Peninsula physically lies in Europe but it has long been a geographical
and cultural bridge between western Asia and Europe. Since Antiquity its
past has been linked to its near neighbor Turkey. Starting with the Ottoman
conquest of Constantinople in 1453, this course will survey the history of the two
regions through the Ottoman centuries and the rise of national independence
movements in the 19th century. It will then survey the continuing political, social,
and ethnic conflicts in the regions in the 20th century, first under Fascism and
then Communism, and finally the re-emergent nationalisms of the late 20th and early 21st centuries. The central question posed by this course is: How do the various peoples in this part of the world remember their past and how do these conflicting narratives shape their present?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST233 LGBT History in the United States: 1940-Present
The emergence of a distinctive sexual minority in the United States following
World War II had a tremendous impact on the society and culture of the modern
United States. The push for LGBT recognition, rights, and acceptance intersected
with larger discourses of race, sexuality, and class. This course will survey the
history of sexual and gender minority communities in the United States from
the emergence of the homophile movement through the movement for the
legalization of same-sex marriage.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FGSS253
Prereq: None

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

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

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

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

HIST239 The Long 19th Century in the United States
This course will introduce students to important themes in the history of the
United States during the ‘long’ 19th century, from the early Republic to World
War I, during a period of rapid displacement, settlement, and migration. Themes
include continental expansion and US imperialism, the creation of new markets,
the development of agriculture and industry, slavery and its abolition, and new
currents of immigration. We will examine how enslaved and free people of
many geographic origins contested the scope and significance of democracy,
community, and nationhood through diverse expressions of support, dissent,
protest, and reform.
In Fall 2020, the course will be organized around the interpretation of digitized
primary sources, including online lectures, group work, and tutorials. On-campus
students will participate in small-group discussions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST2392 The Long 19th Century
Please note: Some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation’s burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

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

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

HIST240 The United States Since 1901

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

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

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

HIST241 From Romanus Pontifex (1454) to Black Lives Matter: Race and the Formation of the Modern World
This course investigates the belief system of race from its emergence in the 15th century in the wake of European expansion into Africa and the Americas to contemporary dynamics both in the Americas and globally. Rather than viewing this phenomenon in the liberal humanist terms of race relations or more recently of diversity and multiculturalism, or as merely a function ostensibly more fundamental issues (e.g. class), this course proposes to analyze race not only as a central mechanism instituting Western societies, but also as one form of how humans have organized and reproduced their social orders.

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

HIST242 World History
Using material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and there will also be discussion of how the major cultures fail to explain much of World History.

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

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

HIST243 How to Make History, or the Art of History: Past, Present, & Future
History is one of the oldest of intellectual endeavors and through its many transitions and versions around the world it is unified generally by its literary and artistic character as much as by its research intensity. It is a study of finding out but also always about the telling. With the development of professional historiography in the 19th century, the imaginative and creative aspects of making history have been spoken about less, but they have remained crucial parts of history’s success. Today especially, it is important to understand the versions of history-making that have existed and the possibilities for students and other historians to make well-shaped, moving, decisive history. The course will examine the history of history-making, looking through its long history around the world to understand historiographical developments but also to give ourselves examples now for ways of writing history more effectively. The course will pay unusual attention to the possibilities of making history today, not only in the academy, but in fiction, in film, on television--everywhere that history is, in fact, made.

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

HIST245 Modern Latin America Since 1810
This lecture course explores some of the main themes of Latin America’s modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.

Offering: Host
that produce them. In spite of its orientation toward fictional scenarios, this is
have imagined apocalypse and post-apocalypse over time, on the premise
spikes, riots, social chaos, social control? This course investigates how people
HIST249 History of the End
How will it end? Scientific/political hubris, a nuclear event, an asteroid,
environmental disaster, overpopulation, resource scarcity, commodity price
spikes, riots, social chaos, social control? This course investigates how people
HIST247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly
crystallized over time. This course will examine the birth and development of
this ‘fall’—one of the most persistent stories in history—using the very texts
in which it was first articulated. We will work with selections from a range of
authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of
Hippo, Jordanes, Procopius of Caesarea and many others—to connect the fall of
Rome with other attempts to explain catastrophe and change. The course will
conclude by surveying the persistence of the fall of Rome as an idea, through the
medieval, early modern, and modern periods, right into contemporary discourse.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL247, CCIV118
Prereq: None

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

HIST249 History of the End
primarily a course about postwar American environmental and political thought,
and the ways these inflect or are inflected by fantasy.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

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

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

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

HIST254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late
17th and early 20th centuries, with the aim of understanding the varied ways
of knowing that have come to be called ‘science’ and how they have attained
such an important status in shaping modern Western culture. To do so, we will
both investigate key intellectual developments—such as Newtonianism, theories
of energy and matter, and the rise of evolutionary thought—and consider these
ideas in the cultural contexts in which they developed to better understand how
people have ‘done science’ in different times and places.

Throughout, we will pay attention to the relationships between science and
other knowledge systems, between scientists and nonscientists, and between
science and state power by exploring the changing nature of scientific authority,
from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irrevocably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST218
Prereq: None

HIST255 The Vikings and the Viking Age, 700-1066
The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST255
Prereq: None

HIST256 Japan and the Atomic Bomb: History, Myths, and Mysteries
Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to ‘Truman’s decision’ to drop the bomb, the idea that these bombings conclusively brought an end to World War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS256, SISP257
Prereq: None

HIST257 From Chocolate to Coca: Commodities and the Making of Latin America
Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today’s global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP254
Prereq: None

HIST259 Women in Science, 1700-1900
Major scientific circles during the Enlightenment. A surprising number of women from privileged backgrounds were, for the first time, slowly able to gain access to the same way as mathematics or a language course.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST255
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

HIST261 Enlightenment and Science
This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today.

It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources?

In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women
Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the ‘age of sail’ between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.

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

HIST266 American Labor History from 1776 to Recent Times

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

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

HIST267 Development in Question: Conservation in Africa

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

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

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

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

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

HIST277 Law, Court, and Crime in England, 600–1660
This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.

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

HIST278 The Industrial Revolution in Global Context: Economic History Since 1800
With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi ‘New Order.’ We will explore the reasons for the ultimate failure of the German war effort and the country’s catastrophic destruction and defeat in 1945, as well as Germany’s postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: CGST281, GRST350
Prereq: GRST213

HIST283 What Is Rationality?
What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures—or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today.
From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as ‘the art of thinking,’ to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: SISP287
Prereq: None

HIST285 Modern South Asia
This course examines the history of South Asia with a focus on India and Pakistan since the 1940s. The approach will combine a chronological survey with investigations of key themes, including nationalism, war, partition, foreign policy, democracy, development, subaltern insurgency, gender and sexuality, religion, and caste and class. We will also examine the lives and legacies of Gandhi, Jinnah, Nehru, Ambedkar, and Savarkar.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: 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
Identical With: ARHA264
Prereq: None

HIST287 Science in Modernity and After: 20th-Century Science and Technology
The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
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
Prereq: None
HIST291 Gender and History: Women Working, the U.S., and Global Capitalism Since 1900 (FGSS Gateway)
This seminar will introduce first- and second-year students to the history of gender, sexuality, and women's paid work in the context of the U.S. and global capitalism since 1900. In this perspective, 'U.S.' does not only mean the bordered United States, but also a political, economic, and cultural hub for currents of transnational capital and labor. While women have always worked, ideas about 'woman's work' shift across race, class, region, and time. Feminist historians have studied gender roles, work, and labor activism, yet recent histories of capitalism too often ignore women's history, gender analysis, and sexualities. Readings will include histories of women in various parts of the world, where they often labored for U.S. enterprises. We will discuss influential theories in the field of gender and sexuality studies and how they apply to the writing of such history. All students interested in gender as a category of historical analysis for their scholarly work in any field, as well as prospective history and feminist, gender, and sexuality studies majors, will benefit from this course.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

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

HIST293Z The U.S. Civil War, 1861–1865
Identical With: LAST296
Prereq: None

HIST298 Oh Canada: Creating the Northern Neighbour, 1776–1896
This course will help answer a pressing question: Why does Canada exist? Since 1900 (FGSS Gateway)
This course offers an introduction to Mexico's history from the conquest of indigenous empires to the present, paying special attention to how images and visual culture—from the Virgin of Guadalupe to patriotic parades to lucha libre—not only reflected, but also shaped, Mexican society and its political development. Through this lens, we explore the construction and unraveling of the colonial system, the emergence of the nation, the upheaval of the first major social revolution of the 20th century and its aftermath, and contemporary events. In addition to providing an introduction to major historical phenomena and debates, this course also familiarizes students with methods for using visual materials to understand and interpret the past.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST297
Prereq: None

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

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

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

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

HIST305 Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors
From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands with religiously and ethnically diverse populations into homogenous nation-states. This course will examine the processes that remade these borderlands, along with the changing relations between the various ethnic and religious communities that dwelled within them. Students will consider examples of both peaceful coexistence and violent conflict among these populations, as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, socialism, and fascism on these regions. Throughout the course, students will consider especially the history of Jewish, Muslim, and Romani minorities in light of major themes.

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

HIST306 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality
We Were Eight Years in Power examines the crucible of American democracy by looking at the struggle of African American rights following the Civil War. Debates in the period on the rights of African Americans continue to structure American ideas of race and citizenship to the present day. The foundations of American racial animus and systemic racism date to Reconstruction. We will explore both the periods of Reconstruction (1863-1877) and Redemption (1877-1910), its dark successor that saw the establishment of Jim Crow. We will discuss readings on the promise of interracial rule, Reconstruction in the north, the violent overthrow of racial equality, and the establishment of the color line in American law.

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

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 oikos, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the oikos over this period, from cameralism’s vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the ‘economy of nature,’ to the design of markets for carbon credits today.

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

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

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

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

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

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None
HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time
How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macrohistory? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macrohistorical frameworks, including comparative history, world history, global history, deep history, and big history.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CHUM341
Prereq: None

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

This seminar will examine the history of the Great Game--as both spycraft and imperial/great power rivalry--and its wider geopolitical reverberations. We will also examine an array of Great Game manifestations in popular culture. Readings will combine historical narrative and analysis with film, literature, art, and (yes) gaming.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CHUM341
Prereq: None

HIST318 The Politics of Death: The Living, the Dead, and the State
This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery’s term, ‘the political lives of dead bodies,’ the ways in which states mobilize dead bodies to reconfigure the political order.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: NVS318, REES318
Prereq: None

HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918–1933
Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918–1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: GRST264, DJST319
Prereq: None

HIST320 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements.

Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan’s collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST320
Prereq: None

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

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

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

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

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

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

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

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

HIST328 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena
Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena—a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire—to finally break into this most gendered of genres? And, how has Anna Komnena’s accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with ‘The Alexiad’ through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

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

HIST329 Race Discourse in the Americas
This course examines the belief system of race as it intersects with contemporary social and political concerns. These include: gender, sexuality, AI and technology, animal studies, Obama and black politics, mass incarceration, and questions of environmental sustainability. Moving beyond the national borders of the United States, the class will also explore the functioning of race in South Africa as well as conduct a comparative inquiry of the idea of caste that has been used to analyze the social structure of several South Asian societies. The course seeks to understand the transformations and persistence of racial hierarchy as a constitutive element of our present global order.

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

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

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

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

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

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

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

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

HIST342 The Rise of the Conservative Movement in the United States Since 1945
‘So inevitable, yet so unexpected,’ Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did
HIST345 Media Revolutions: Color Television and the Humanities in the 1960s

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

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

HIST348 Urban Histories of Latin America

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

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

Offering: Host
Grading: A-F
Credits: 1.00

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

The American Revolution didn’t just create the United States. Loyalists fled to British colonies in what would become Canada, while Native groups 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

By the 1920s, a generation after the founding of the Russian revolution, the United States was well on the way to becoming a leading capitalist economy. This course will trace the development of Marxism in America, from the early, utopian, and utopian dream of America as a socialist republic. We will explore the history of American Communism, including the rise and fall of the Communist Party, the struggle to build a socialist society, and the socialist movement in America. The course will also explore the role of American Communism in the larger history of the Cold War, including the rise and fall of the Communist Party, the struggle to build a socialist society, and the socialist movement in America.

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

HIST358 The Communist Experience in the 20th Century

Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism’s answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these
ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES353Z
Prereq: None

HIST353Z The Communist Experience in the 20th Century
Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism’s answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: REES353Z
Prereq: None

HIST355 The 1918 Influenza Pandemic: A Research Seminar
This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP355
Prereq: None

HIST356 Between Worlds: Change and Continuity in Early Latin America
The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.
This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM229, LAST229
Prereq: None

HIST357 Regulators: The Administrative State in Modern America
How much arsenic is permissible in drinking water? Should financial firms be required to hold on to some of the risky securities they issue? Can a company sell a jar of peanut butter that contains only 90% peanuts? In the modern United States, the answers to these questions are determined by the administrative state - a collection of dozens of regulatory agencies, bureaus, and commissions comprising millions of officials and staff. Historians, political scientists, and other scholars have long recognized the administrative state as an important site of governance. But unlike Congress, the courts, or the Presidency, most of us have little idea about what exactly the administrative state does, much less how these regulatory bodies came to have so much power and responsibility. EPA G-Men banging down doors in Springfield might get a laugh on ‘The Simpsons,’ but why do EPA special agents carry guns?
This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities, before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CHUM229, LAST229
Prereq: None

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

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

HIST362 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence.

This course should be taken in the student’s junior year.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

HIST366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CSPL366
Prereq: None

HIST367 Life of Modern Fact
Facts aren’t born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP367
Prereq: None

HIST368 Postcolonial Paradox: History and Theory in the Global South
This seminar examines postcolonial theory in history, particularly in the wake of Edward Said’s classic 1978 text, ‘Orientalism,’ and the historiographical intervention known as ‘Subaltern Studies’ (which flourished in the 1980s and ‘90s). The paradox invoked in the title is both historical and historiographical. At one level it refers to the persistence of colonial practices, ideologies, and regimes of thought (or ‘epistemes’) in the decolonized world; at another level it signals the critique by intellectuals, both within and beyond the ‘global south,’ of the forms of knowledge—especially history—that sustained European imperialism and colonialism. Students will explore how philosophically and theoretically inclined historians from the global south and beyond have wrestled with the doublebind of postcolonialism, beginning with historians in South Asia but extending to Africa, the Middle East, Southeast Asia, Oceania, and Latin America—and even the ‘global north.’

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

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 defication 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

HIST370 Disease and Health in Modern Asia
While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly over the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire—both Western and Japanese—are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS272, SISP370
Prereq: None

HIST371 Fascism
This seminar aims to identify varieties and components of fascist ideologies and to undertake comparative analysis of European fascist movements in the first half of the 20th century. The initial focus will be on the several ways fascism has been defined and understood, including examples of how the term has been utilized to characterize certain governments and personalities. Specific attention then will be devoted to Italy, Germany, Spain, and France, with emphasis on Mussolini and Hitler and their regimes. Additionally, apparent linkages of fascism to post-1945 politics, such as the National Front in France, will be explored. Other fascist movements may be chosen as the subject of a major research
HIST376 Travel and Communication in Europe

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

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

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

HIST377 Comparative French Revolutions

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

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: MDST376
Prereq: None

HIST379 The Fire Next Time: The Modern Black Freedom Struggle

The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the ‘short’ and ‘long’ civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: AFAM379
Prereq: None

HIST380 Labor and Religion in American History

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

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

Offering: Host
Grading: A-F
Credits: 1.00
History (HIST)

Gen Ed Area: SBS-HIST
Identical With: AMST299
Prereq: None

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

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

Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: SBS-HIST
Identical With: SISP381, CEAS384, DANC381, ENV381
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 decensionist fairy tale—one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

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

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

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

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

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

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

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

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

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: SISP387, ENV387
Prereq: None

HIST388 Connecticut’s Industrial Heritage
The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown’s
of vers, factory sites. Professor Caplan brings his experience as a Historical Architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: CSPL390
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: 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 ascendance; 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: SBS-HIST
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

HIST395Z ‘If there is no God, then everything is permitted?’ Moral Life in a Secular World

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?
Gen Ed Area: SBS-HIST
Identical With: REES344Z, RELI393Z
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: CEAS214, ENV339, SISP399
Prereq: None

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HIST471 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

HIST472 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