**Why history?**

History is a way of understanding the whole of the human condition as it has unfolded in time. Without history, nothing makes sense: from the meaning of words to the formation of identities, to institutions, states, and societies. History straddles the boundary between the social sciences and humanities. Like the other social sciences, it has established methods of investigation and proof, but it differs from them in that it encompasses, potentially, every area of human culture from the beginning of recorded time. Like the other humanities, it uses ordinary language and established modes of telling its stories, but it is constrained by evidence left us from the past.

Majoring in history will help you develop valuable skills transferable beyond the classroom: critical thinking, interpretation, and persuasive writing, as well as analytical and research skills for tackling complex questions. These are all essential to doing a job well after you leave Wesleyan. History is inherently complex and requires the ability to acquire knowledge from large amounts of information and assess evidence and conflicting interpretations of the past. As a history major you will learn to make sense of complexity and tell a good story.

**FACULTY**

**Paul Hilding Erickson**
BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Environmental Studies

**Demetrius L. Eudell**
BA, Dartmouth College; PHD, Stanford University
Professor of History; Faculty Director, Mellon Mays Undergraduate Fellowship

**Courtney Fullove**
BA, Columbia University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Associate Professor of History; Associate Professor, Environmental Studies; Associate Professor, Science in Society

**Nathanael Greene**
BA, Brown University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of History

**Erik Grimmer-Solem**
BA, Brigham Young University; DPHIL, Oxford University; MPHIL, Cambridge University; MSC, London School of Economics and Political Science
Associate Professor of History; Tutor, College of Social Studies; Associate Professor, German Studies

**Oliver W. Holmes**
BA, City College; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago
Professor of History

**William D. Johnston**
BA, Elmira College; MA, Harvard University; PHD, Harvard University
Professor of History; Academic Secretary; Professor, East Asian Studies; Professor, Science in Society; Professor, Environmental Studies

**Ethan Kleinberg**
BA, University of California, Berkeley; MA, University of California LA; PHD, University of California LA
Professor of History; Professor of Letters; Director, Center for the Humanities; Executive Editor, History and Theory

**Jeffers Lennox**
BA, University of Toronto; MA, Dalhousie University; PHD, Dalhousie University
Assistant Professor of History

**Valeria López Fadul**
BA, Yale University; MA, Princeton University; PHD, Princeton University
Assistant Professor of History; Assistant Professor, Latin American Studies

**Bruce A. Masters**
BS, Georgetown University; MAA, Wesleyan University; PHD, University of Chicago
John E. Andrus Professor of History; Professor of History

**Cecilia Miller**
BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews
Professor of History; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Medieval Studies; Professor, Feminist, Gender, and Sexuality Studies

**William R. Pinch**
BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia
Professor of History; Associate Editor, History and Theory; Professor, Environmental Studies

**Ronald W. Schatz**
BA, University of Wisconsin; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pittsburgh
Professor of History

**Gary Shaw**
BA, McGill University; DPHIL, Oxford University
Professor of History; Chair, History; Associate Editor, History and Theory; Professor, Medieval Studies

**Victoria Smolkin**
BA, Sarah Lawrence College; PHD, University of California, Berkeley
Assistant Professor of History; Assistant Professor, Russian, Eastern European, and Eurasian Studies; Tutor, College of Social Studies

**Ying Jia Tan**
BA, University of California, Berkeley; MA, Stanford University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of History; Assistant Professor, East Asian Studies

**Jennifer Tucker**
BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University
Associate Professor of History; Chair, Feminist, Gender, and Sexuality Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

**Laura Ann Twagira**
BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University
Assistant Professor of History; Assistant Professor, Feminist, Gender, and Sexuality Studies
AFFILIATED FACULTY

Patricia R. Hill
BA, College of Wooster; PHD, Harvard University
Professor of American Studies; Professor, History

Jesse Wayne Torgerson
BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

VISITING FACULTY

Charles Halvorson
BA, Lewis & Clark College; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Visiting Assistant Professor of History

EMERITI

Judith C. Brown
BA, University of California, Berkeley; MA, University of California, Berkeley; PHD, Johns Hopkins University
Professor of History, Emerita

Richard V. Buel
BA, Amherst College; MA, Harvard University; PHD, Harvard University
Professor of History, Emeritus

Richard H. Elphick
BA, University of Toronto; MA, University of California LA; PHD, Yale University
Professor of History, Emeritus; Faculty Fellow in Social Studies

C. Stewart Gillmor
BS, Stanford University; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University
Professor of History and Science, Emeritus

David W. Morgan
BA, Haverford College; DPHIL, Oxford University
Professor of History, Emeritus

Laurie Nussdorfer
BA, Yale University; MA, Princeton University; MSC, London School of Economics and Political Science; PHD, Princeton University
Professor of Letters, Emerita; William Armstrong Professor of History, Emerita

Philip Pomper
BA, University of Chicago; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago
William Armstrong Professor of History, Emeritus

Vera Schwarcz
BA, Vassar College; MA, Yale University; MAA, Wesleyan University; PHD, Stanford University
Mansfield Freeman Professor of East Asian Studies, Emerita

Richard T. Vann
BA, Southern Methodist C; BA, Oxford University; MA, Oxford University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of History and Letters, Emeritus

Ann M. Wightman
BA, Duke University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Professor of History, Emerita

DEPARTMENTAL ADVISING EXPERTS

All members of the history department on duty except for Courtney Fulilove, Cecilia Miller, and Ronald Schatz.

- Undergraduate History Major (catalog.wesleyan.edu/departments/hist/ugrd-hist)
- Undergraduate History Minor (catalog.wesleyan.edu/departments/hist/ugrd-hist-mn)

HIST101 History and the Humanities
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 different 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 HIST101 without having to take HIST102.

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

HIST102 History and the Humanities II
This two-semester 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 different 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 HIST102 without having taken HIST101.

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

HIST103 Empire and Southeast Asia
In this interdisciplinary seminar for first-year students, we will develop a comparative, world-history approach to studying the concepts, practices, and
experiences of empire in Southeast Asia from early times to the present. After learning about the premodern, Indic empire of Angkor and thinking about how it differed from Rome, we will investigate Portuguese, Spanish, Dutch, British, French, Japanese, Chinese, Russian, and American imperial formations and think about how they influenced colonialism, modernization, nationalism, and state formation in the region. We will examine modes of resistance to empire and study visual, literary, musical, theatrical, and cinematic representations of how it felt to exercise, live under, or rebel against imperial rule. In the last part of the course, we will assess the manifestations and persistence of empire in the contemporary world as well as the ways in which Southeast Asians have been trying to deimperialize their societies in today’s global, supposedly postimperial age.

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

HIST105 Jewish Tradition, Its Texts and Contexts
This course will explore the historical development of Jewish tradition through its texts and contexts, theory and practice. What is this tradition based on? How has it been shaped? We will examine the values it represents and the mechanisms of transmitting these values from generation to generation. Is it permissible to touch a menstruating woman? Or eat with gentiles? Who is allowed to study the Torah? Why does the prayer Jewish men say in the morning include negative definition of their identity when they thank God for not making them a woman, or a gentile, or a slave? What is the attitude toward war? The above questions are hotly debated by rabbinic authorities. Reading major primary sources on which the Jewish tradition is based—the Hebrew Bible, the Talmud, Rabbinic responsa, Jewish chronicles—will help us to explore questions of identity, religion, and gender; questions of boundaries; and questions of the role of history and memory in fashioning collective identities. Reading these texts, we will also explore the historical context in which they emerged, and how this historical context shaped them, and how the subsequent generations had to wrestle with these established traditions to understand them in their own contexts.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST107 Laughter and Politics
This course proposes a historical exploration of the relationship between humor and political order. Divided in three blocks (democracy, carnival, and commodity), the course travels from the ancient Athenian democracy and the Roman empire (where political comedy and satire acquired their canonical form and radical status), through the carnivals of the Middle Ages and the Renaissance (where hierarchies and conventions were ridiculed and temporarily put upside down), to the modern world (where political laughter risks becoming a simple commodity for mass consumption). Is laughter inherently good or bad for the political sphere? Does it help creating a healthy citizenship? Does it liberate or alienate the individuals? The course will explore these and other questions by analyzing learned and popular expressions of political humor, with an eye in the classical tradition (Aristophanes, Erasmus, Swift) and the other in its contemporary formulations (comic books, TV shows, Web sites, and street art).

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL, HA-COL
Identical With: COL107, COL110
Prereq: None

HIST110 Witchcraft in the Early Modern World
Between the years 1400 and 1800, approximately 100,000 people were prosecuted on the charge of witchcraft in both Europe and colonial America. Of this number, roughly half were executed. While these estimates are much lower than popularly believed—Dan Brown’s THE DA VINCI CODE told its legions of readers that “an astounding five million women” had been burned at the stake—they are nonetheless startling numbers for a modern audience. In this seminar, we will examine the phenomenon of witchcraft and witch-hunts in early modern Europe and Europe’s colonies in the Americas. What confluence of beliefs—religious, legal, cultural—made such prosecutions possible in the first place? Of those tried, why were the vast majority women? And how is the witch of history different than the witch of myth, literature, and popular culture? To explore these questions, we will consider historical sources (e.g., case studies, trial records), literary depictions (e.g., plays, fairy tales), as well as representations in film (e.g., Häxan, The Craft, The VVitch).

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

HIST111 Understanding the Arab Spring
Beginning in January 2011, ordinary people across the Arab World began to demonstrate for change and the end of political regimes that had governed them for half a century. That revolution is still unfolding in different countries with differing trajectories. The outcomes of its various manifestations are far from certain. This course explores the historical background to these developments through the use of selected Arabic novels and feature films to understand the social and political dilemmas that young Arabs faced and that gave rise to their political activism.

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

HIST112 Living the Latin American City: Urban History, Politics, and Culture
This course offers an introduction to modern Latin American cities, exploring how the region’s urban spaces—including sprawling megalopolises like Mexico City and Rio de Janeiro—have been made and re-envisioned by elite and poor inhabitants alike. Approaching urban space and everyday life as a terrain of political and social negotiation as well as cultural ferment, the course traces the growth of Latin American cities through case studies that examine themes including colonialism, citizenship, migration, inequality, and social movements, and the tensions between state planning and informal. We also consider how the urban experience shaped intellectuals’ and artists’ efforts to chronicle, represent, and reimagine the Latin American city in essays, photography, and film.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST211
Prereq: None

HIST114 Text and Context: Readings in Modern Europe
This seminar is designed to familiarize students with the use of primary documents as historical sources. We will explore a wide variety of texts (literature, philosophy, art, film) from the 20th-century Europe and then contextualize them by placing them in their specific milieu. Case studies could include texts such as a short story from Ian Fleming’s JAMES BOND series in the context of post-World War II Europe or Picasso’s GUERNICA in the context of the Spanish Civil War. What can such artifacts tell us about the time and place
in which they were produced? What can they tell us about the authors who produced them? Do our readings of these texts say more about the time when they were produced or the times in which we read them?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: COL114, COL114
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 our hand at 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, SBS-HIST, 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: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CEAS269, CEAS269, CEAS269, CEAS269, CEAS269, CEAS269, CEAS269, CEAS269
Prereq: None

HIST118 Baroque Rome

This interdisciplinary history seminar for first-year students focuses on Europe’s most famous capital city between 1550 and 1650, a period when Rome was a symbol of religious zeal, artistic creativity, and intellectual repression. We will explore these contradictions and their impact on cultural innovation by taking a close look at daily life in early modern Rome and at the lives of some of the city’s most celebrated women and men. These saints, murderers, artists, and scientists include San Filippo Neri, Beatrice Cenci, Caravaggio, Artemisia Gentileschi, Gian Lorenzo Bernini, and Galileo. Course materials emphasize writings by historians, art and music historians, and historians of science, as well as visual, literary, musical, and documentary sources from the period. The seminar culminates with a research project on some individual or aspect of baroque Rome.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL, HA-COL
Identical With: COL106, COL106
Prereq: None
HIST122 Encountering the Atlantic World, 1450-1850
The early modern Atlantic world was an interconnected place. Some of its citizens, such as Samuel Champlain, made dozens of crossings. For others, including many settlers and many more slaves, the voyage was one way. Yet in a prenational era, it was the Atlantic that linked residents in Europe, Africa, and the Americas. This seminar will explore the nature of the Atlantic world from its beginnings in the 15th century to the dawn of a more "global" age around 1850. Exploration, cultural interaction, trade, concepts of sex and gender, slavery, war, and revolutions were Atlantic phenomena. Ideas, like currents, circulated from one shore to the next. Critical reading of academic articles and primary sources will enable us to explore the Atlantic Ocean as a highway (for administrators), a goldmine (for pirates), a death sentence (for slaves), and much more.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST123 Cinema India: South Asia's Past on Film
This first year seminar course examines the relationship of film and history in India. We will focus on the way filmmakers represent the past and, alternatively, how films inform historical memory—particularly in the context of the competing trajectories of nationalism and globalization in South Asia. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, especially films produced by the Bombay/Mumbai ("Bollywood") film industry since the 1950s. However we will also include the rise of "parallel" or "art" film. There will be one evening screening (Tuesdays) and two morning class sessions per week (Tuesdays and Thursdays). Films will range from classics like "Mughal-e Azam" and "Amar, Akbar, Anthony," to lesser-known works such as "Umraon Jaan," "Sangharsh," "Shatranj ke Khiladi," "Legend of Bhagat Singh," and "Rang de Basanti," to more recent blockbusters such as "Lagaan," "Hey Ram," "Jodhaa Akbar," "Bajrangi Mastani," and "Rangoon.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST124 The Enlightenment and the Birth of the Modern World
The Enlightenment is said to have given birth to democracy, human rights, feminism, emancipation, and secularism—in short, to the characteristic strivings of Western modernity. Yet it has also at times been attacked for paving the way for totalitarianism, racist universalism, and modern bureaucratic genocide. In this course we will study key texts and ideas from the Enlightenment, placing them in their historical and social context of the 18th century. We will look at revolutions in thinking about history, economy, society, crime and punishment, government, and religion. A key theme will be the encounter of Enlightenment thought with popular religious practice and the persistence of traditional religious institutions. How did the mind of the Enlightenment seek to shape the future of European society? If traditional religious and political structures were to be superseded by secular culture and forms of governance, how was virtue to be preserved in a modern commercial society? How did the Enlightenment react to its successes and, more important, its failures? Finally, we will look at a few key interpretations of the Enlightenment in recent times. Did Enlightenment thinkers refashion Christianity in their construction of a heavenly city, or were they agents of the rise of modern paganism? Was the Enlightenment exclusively a Western phenomenon? How are conceptualizations of the Enlightenment today being employed in debates about the nature of modernity and pressing questions about religion, secularism, and human rights, both at home and abroad?
Offering: Crosslisting
Grading: OPT
Credits: 1.00

HIST125 American Food
This course investigates topics in the history of food production from the colonial period to the present, with a special emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics 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
HIST137 The Time of the Caliphs: A Cultural History of Islam’s Golden Age
This class will introduce students to works that are considered to be among the great classics of literature produced in Islam’s Golden Age (750-1258). In that era, Baghdad served as one of the world’s leading centers for both scientific exploration and artistic production. We will explore the historical and cultural context of some representative works produced by Muslims in that era and discuss to what degree they represent values that are both specific to that culture and universal. Among the questions to be explored are, What makes a work a “classic”? Does the definition of a classic work of fiction vary over time and place? Besides the Qur'an, THE TALES OF THE ARABIAN NIGHTS is perhaps the best known literary work of Islamic culture. But in the Arabic-speaking world, it is considered “trash literature.” What accounts for the difference in reception?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-HIST, HA-HIST
Prereq: None

HIST138 The Environment and Society in Africa
Resources from the African environment loom large in the histories of colonialism on the continent and contemporary international political relationships from cash crops to diamonds, uranium, and oil. This course will introduce students to the complex historical relationships between humans and the environment in Africa from the precolonial era to the postcolonial period. The continent is marked by incredible ecological and social diversity, and there is no one narrative or interpretation of environmental history in Africa. We will emphasize human responses to changing landscapes and the social management of resources. Some of the topics discussed will include precolonial perceptions of the environment; agriculture, food, and the global economy; disease and ecological transformation; the impacts of colonialism; and conservation, development, and social justice. We will end the course with a discussion of contemporary environmental issues in Africa.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Prereq: None

HIST140 The Long Civil Rights Movement in 20th-Century America
This course traces the major sites of protest, opposition, and resistance in African American history since 1896. By examining the development of the American Civil Rights Movement, this course complicates traditional understandings of black liberation struggles in America. Who were these civil rights activists? How did they unify? What were their priorities? How did they imagine black freedom? How did these events play out in public life? The readings and assignments facilitate a critical analytical approach to the 20th-century struggle for civil rights and racial equality in America.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM
Identical With: AFAM151, AFAM151, 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 the following: 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, SBS-HIST, SBS-HIST
Prereq: None

HIST143 Interpreting Life on Mars: Scientific Data and Popular Knowledge
Few objects of scientific importance can match Mars for sustained public interest on an international scale. From 1609, when Galileo first viewed Mars, to the present-day viewer interest in NASA’s Mars image data on the Web, a significant part of the public’s fascination with Mars has related to its potential as an abode for intelligent life. But why and where did the idea of life on Mars originate? What scientific evidence has been advanced in favor of and against the idea of life on Mars? How is Mars evidence used by scientific communities, funding bodies, and creators of popular literature and cinema? Instructors will use selected case studies from the history of observations and interpretations of Mars as a starting point for exploring the definition of scientific method, the nature of scientific practice, and the relations between science and the public. Laboratory work will include mapmaking exercises, telescopic observations, and the examination of rocks and soils that give students a practical understanding of the work done in planetary observation. Students will read and discuss primary historical documents to gain knowledge of the varying themes and economic contexts of Mars research, from 1600 to today. Life on Mars has been the subject of popularization efforts and mass media, from H. G. Wells’ popular "War of the Worlds" (1898); Percival Lowell’s “Mars as the Abode of Life” (1908); to films, including "A Trip to Mars" (1910) produced by Thomas Edison, to "Aelita: The Queen of Mars" (1924) and the many science fiction films during the space age. We will explore the nature and significance of these and other cultural representations of Mars to understand better how public perceptions of science are integral to scientific practice and how scientists are transforming our understanding of the planet’s history and habitability.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP
Identical With: SISP143, E&ES143, SISP143, E&ES143
Prereq: None

HIST144 What Is History?
All human societies articulate a narrative of their past, which provides their/our origin as a people. These, at the same time, can often be contested. Nonetheless, before a particular moment in time, most would not have referred to such understandings as history. In this course, we shall examine the phenomenon that since the writings of the Greeks, Western societies have come to identify as
HIST153 Sophomore Seminar: 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, SBS-HIST, SBS-HIST
Prereq: None

HIST154 Introduction to History: Twelve Medieval People
This course is one of the gateways to the history major. It is also an introduction
to the Middle Ages through a study of 12 exemplary medieval lives and minds,
spanning a thousand years of history. We focus on people--bodies, minds, and
souls--coaching with history and creating sense for their world. The course will
typically feature one person or pair per week, and by examining their writings or
stories and the contexts in which these were produced, the nature of medieval
life, the pressure on the self, the articulation of gender and ethics for the
entire period will come into view. Among the figures studied are likely to be
St Augustine, Queen Brunhild, St Anselm, Abelard, Heloise, William Marshal,
King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery
Kempe, and Pope Pius II.
As an introduction to history course, we’ll 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, SBS-HIST
Prereq: None

HIST155 What Is Nature?
This course explores the ideas and realities of nature through the lenses of
history and biology. One of the English language’s most complex words, “nature”
carries an enormous amount of historical and cultural baggage, has many
meanings and senses, constitutes the ostensible object of study of the sciences,
is intertwined with the histories of human culture and artifice, is at the heart of
political debates about resource use and economic development, and so much
more. In readings, conversations, observation activities, film nights, field trips,
and written work, we will examine both the concept and the physicality of nature
by approaching it from the perspectives of history and the natural sciences. We
will consider such questions as: What exactly is and isn’t nature? Who studies
nature and how? Are humans part of nature? Who decides what is “natural”? Is
“natural” good? Does nature have inherent value? How have humans thought
about and interacted with nature through time?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST156 Sophomore Seminar: East European Jewish Experience
Our concept of the life of East European Jews has been dominated by the
Hollywood and Broadway blockbuster FIDDLER ON THE ROOF. The shtetl has
been the paradigm of East European Jewish experience. But the powerful
imagery of the shtetl is largely a creation of 19th-century writers. This course
will take us beyond the shtetl and will look at the history of the Jews in Eastern
Europe from the initial settlement of the Jews there until the eve of modernity.
We will examine how historians and writers have shaped our understanding of
Jewish history in that region and the context in which the persisting imagery
of Eastern European Jews was created. Why were certain stories told? What
can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in Eastern Europe was studied by historians and couple the narratives created by scholars with historical sources: privilege charters, crime records, rabbinic response, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: RELI234, REES156, RELI234, REES156
Prereq: None

HIST157 Sophomore Seminar: From Clay Tablet to the iPad: History of the Book in Intercultural Perspective

We are living through what some have dubbed "an information revolution"; technological advances have provided new ways in which we can communicate. However, the information revolution through electronic media has been seen as a threat to the book and newspaper/journal industry. As this course will show, the book as we know it is a historical artifact that changed over long centuries in format and content. Technological advancements and local contexts have influenced the way information was preserved and accessed, from stone to clay tablets, to papyrus, to parchment, to print, and, now, to ebook. This course will look at the historical changes in the way knowledge was transmitted and ask questions about how culture and technology influence each other. We will look at the book as an object and examine the influence of the material aspect of the book for the transmission and access to information. We will look at the historical process of invention of the author and examine the question of audiences and readers in a cross-cultural perspective by focusing on Christian and Jewish books and their readers.

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

HIST158 Sophomore Seminar: 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, SBS-HIST, SBS-HIST
Prereq: None

HIST159 Sophomore Seminar: War and National (Re)Formation

As a sophomore seminar, this course examines both conceptual and methodological issues related to the practice of history as a discipline. For this seminar, four of the major military conflicts defining the United States after its founding will be the thematic focus: the 1776 war against the British empire, the War of 1812, the Mexican American War (1846-1868), and the U.S. Civil War (1861-1865). Primary sources, including manuscript and archival sources, government documents, as well as journalistic and visual sources will be utilized to carry out this investigation. The course seeks to examine the role of national formation and reformation in the United States, a country born out of a war and one whose subsequent wars had tremendous global consequences.
HIST165 Sophomore Seminar: The United States and the Middle East: From the Shores of Trippoli to Baghdad

The U.S. has had a complicated relationship with the countries of the Middle East over the last two centuries. One of the first nations to recognize the young American Republic was the Sultanate of Morocco, and the first international crisis the young republic faced was with the pirate states of North Africa. The 19th century witnessed the growth of United States missionary and philanthropic enterprises in the region and the beginnings of an American cultural presence. With the 20th century, the relationship grew more complicated with a burgeoning United States dependence on Mideast oil; popular support in the United States for Zionism and, later, the state of Israel; and Cold War concerns about nationalism in both Iran and the Arab world all jostling for attention from foreign policy planners. With the establishment of the Islamic Revolution in Iran, strategic interests changed once again, and political Islam entered into the American consciousness. That was only heightened by the tragedy of September 11th and the war on terrorism. This course will examine some of the issues of United States’ involvement in the region through primary historical sources from the birth of the republic through the second Iraq War.

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

HIST166 Sophomore Seminar: Kings, Queens, and the Foundations of European Society

This course examines the origins and development of monarchy, one of medieval Europe’s most important institutional innovations and one of the bases for the formation of large-scale nations, government, and the state. The course will survey ideas of monarchy, its ethical dimensions, and the role of individual monarchs from the 5th century until the 17th century. While special attention will be paid to the monarchies of Britain, the course will cover the entire European situation and comparison will be encouraged. Issues to be examined will include the significance of gender and the possibilities of queenship, the relation of monarchy to ideology and religion and dissent, and the ethical and practical qualities that made a good or effective king or queen. As a history sophomore seminar, the course promises to introduce students to historical questions and the methods for historical research both in the library, online, and in archival and special collections. Students will undertake a major research project into a monarch or a problem in monarchy’s history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: MDST166, MDST166
Prereq: None

HIST167 Sophomore Seminar: The Reformation in Britain

This sophomore seminar will attempt to introduce students to the thinking about historical problems and historical documents by examining one of the most intriguing and volatile of developments, the Protestant Reformation in England and Scotland. Attention will be paid to the relationship of church and state, the struggle of individual Christians in choosing and defending their religious practices and faith, and the way that religious crises developed national identities. Considerable attention will be paid to chronicle and documentary sources as well as biographical studies of kings, queens, nobles, and commoners, whether reformers or Catholics.

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

HIST168 The Natives' New World: The Indigenous Experience in Early North America

This class will investigate the story of Natives 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 Native 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 Native 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: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, 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. Students will consider theories and methods of studying history through objects. Friday sessions are reserved for visits to regional museums and archaeological sites in New England and New York City, including the Pequot Museum, the Peabody, Lowell Mills, and the Metropolitan Museum of Art.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST227, AMST227, AMST227
Prereq: None

HIST171 Sophomore Seminar: Exploring Middletown's History

Founded by Puritans who settled among the Wampanoags in 1650 and now populated by people from everywhere from Sicily to Tibet, Middletown has a long, multifaceted history. In many ways the history of this small Connecticut city is a microcosm of U.S. history. After reading about Middletown, traveling to libraries and historical societies, and meeting with archivists, students will select one aspect of the city’s history to explore in depth. Much of the semester will be devoted to research. Along the way each seminar participant will present early findings to the class, write one or more rough drafts, receive detailed comments from the fellow students and the instructor, and conclude with a polished essay. The seminar is a good way to learn about Middletown, develop research skills, and prepare to write a senior thesis.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, 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 First World War. 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 Second World War, and Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoeniixlike 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, SBS-HIST
Identical With: GRST272, GRST272, GRST272, GRST272
Prereq: None

HIST176 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. Topics covered include scientific instruments and technology; the significance of the place where science is done (from laboratories to outer space); scientific "popularization"; science, visual culture, and cinema; gender, race, and science.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: SISP276, SISP276, SISP276, SISP276, SISP276, SISP276, SISP276, SISP276, SISP276, SISP276, SISP276
Prereq: None

HIST177 Life Science, Art, and Culture, Medieval to Present
This seminar introduces students to the study of visual images and image production in the history of the life sciences and medicine. We will look at and discuss scientific and medical illustrations made from the Middle Ages to the present day, including topics such as the artistic activities of Leonardo da Vinci; the drawings made by English Renaissance naturalists; the impact of an expanding print culture on scientific illustration; early modern European anatomical drawings; images of gender; the role of gardens, libraries, and museums as international centers for specimen collection and artistic production; art and European travel; mapping and imperialism; anatomical atlases; ethnographic film; photography and the American West; modern medical imaging (especially PET and CAT scans); and scientific imaging in the age of computer technologies. This seminar is especially keyed to students interested in in-depth exploration of the intersections of art and science.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: SISP277, SISP277
Prereq: None

HIST179 Gender and History (FGSS Gateway)
What is sex and gender in history? What defined maleness and femaleness in the past? Was there conceptual space for any other sexes? This history seminar for first- and second-year students explores what these terms meant in the Western tradition from the Greeks through the 17th century. It looks at current concepts and at the ways premodern scientists and theologians defined sex differences and sexualities. How were sexuality and sexual difference understood, and how did notions of gender shape broader ideas about the nature of human beings, their behavior, and their relationships? After surveying how masculinity and femininity emerged as ideas in the classical, Judeo-Christian, and Islamic worlds, we will focus on the gender system of the early modern period (1500-1750). What were the gender norms prescribed for this society? How were sex and gender identities negotiated in the actual lived experience of early modern people? We will examine the tensions within patriarchy through the lens of historical sources both descriptive and prescriptive.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323, FGS269, COL323
Prereq: None

HIST180 Introduction to History: Introduction to Japanese History
Countries seem to be forever. We tend to forget that in fact they are processes rather than things. They are abstractions that exist as imagined communities, and as such they change greatly over time. This course focuses on how one country, Japan, emerged from a string of islands that could have well become several countries in the same way Scotland, England, Wales, Northern Ireland, and Ireland exist in the British Isles. The central questions in this course are, How did Japan happen? How has Japan changed over time?

Starting with prehistoric times, we consider 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 adopted new identities, systems of power relations, and economies up to the present. While this course examines the big picture, to understand it, the factual pixels that constitute it require close examination. As a consequence, evaluations include a map quiz and in-class tests that require a mastery of both factual detail and analytical skill. Evidence considered will be both textual and visual.

This course's main goal is to present the fundamentals of Japanese history and culture, developing a familiarity with the ecology, geography, cultural traditions, and historical development of the Japanese archipelago. Through the text, a special emphasis is given to ecological change.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323, FGSS269, COL323
Prereq: None

HIST181 Sophomore Seminar: Gandhi
Mohandas K. Gandhi's life has been the subject of enormous historical, philosophical, and artistic reflection. "The Mahatma" continues to be a touchstone for religious activists, political theorists, and social reformers. In this
sophomore seminar, we will seek to understand the man himself, his transition from Mohandas to Mahatma, and the history that surrounded him. We will learn in the process about the historian's craft, including how to find sources, use a library, and build an argument.

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

HIST182 Sophomore Seminar: Imaginary Empires: The French, English, and Native Northeast, 1604-1784
Early Nova Scotia suffered from an identity crisis. Known to Europeans as "Acadia or Nova Scotia" and to Aboriginals as Mi'kma'ki, northeastern North America witnessed exciting and illuminating events. In this seminar, students will examine Acadia as a synecdoche for the early American experience. We will examine the first settlements by Champlain and de Mons (four years before Jamestown); the slow growth of an Acadian society; intensive French-British-Aboriginal competition for sovereignty; the forced expulsion of more than 10,000 inhabitants; and the impact of the Seven Years' War and the American Revolution. As a specifically British, French, or Aboriginal site, the northeast has much to teach us. When examined from all three perspectives, however, the Canadian maritime region offers a window into the complexities of early American history.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221, AMST221
Prereq: None

HIST184 Sophomore Seminar: The Communist Experience in the 20th Century
Twenty years 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, SBS-HIST, SBS-HIST
Identical With: REES184, REES184, REES184, REES184, REES184, REES184
Prereq: None

HIST185 Global Histories of Southeast Asia
Southeast Asia is a region of remarkable social, cultural, and religious diversity, the product of a long, rich, and varied history of local interactions with civilizations of East Asia, South Asia, the Middle East, and Europe over the past half millennium and longer. Historians have made good use of these historical realities in turning Southeast Asian history into a fertile field for thinking creatively about the spatial dimensions of historical patterns and processes. While intended to increase students' knowledge of the history of Asia from the early modern period to the present, this course also attempts to treat Southeast Asia as a vantage point from which to explore various themes of global interaction and exchange. By taking on both tasks, it attempts to explore the global dimensions of local changes, to situate global patterns within local contexts, and to think about how experiences of social space and scale--of the "local" and "global"--have changed over the past few centuries. This course will focus on reading exemplary historiographical contributions to these questions. Themes covered will include empire, trade, travel and migration, science, technology, religion, cultural intellectual exchange, nationalism, and global and regional geopolitics.

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

HIST186 Introduction to History: The Raj--India and Britain
The "Raj," signifying British rule over South Asia, was the great global imperial fact of the 19th and early 20th centuries: India as the "jewel in the British crown." The goal of this introductory course is to understand what that "jewel" looked like, in all its facets, as well as the British "crown" that it adorned. We will examine the ways in which the Raj took shape--was made, unmade, and remade from above and below--and how the experience of the Raj transformed both India and Britain. Chronologically, the course begins with the political and military rise of the East India Company in the mid-18th century and concludes with the trauma of Partition, Independence, and Gandhi's assassination in the mid-20th century. A key midpoint is the Mutiny-Rebellion of 1857—an event that shocked the world and reshaped the Empire, and was an Indian Civil War in its own right.

This is an Introduction to History course intended especially for first- and second-year students who are interested in the past and perhaps, who are even (though not necessarily) contemplating the major in history. As such, it will introduce students to the discipline by reflecting on the nature of historical evidence, how to use an archive, and how to craft a historical argument.

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

HIST188 Sophomore Seminar: Subject Peoples
This course will discuss the techniques and sources used by historians in their studies of subject peoples when the bulk of written evidence consists of reports, observations, and commentary by foreign conquerors or ruling elites. Topics include the contributions of archaeological and anthropological studies, the importance of myth and oral tradition, the various types of available documents, and the nature and reliability of the written evidence. Our goal is to develop the expertise that will allow us to recover the stories of people who have been written out of official histories and national narratives.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: LAST188, LAST188
Prereq: None
HIST190 All the World’s a Stage: Theater and Society in the Age of Shakespeare and Calderón
In Shakespeare’s words, “all the world’s a stage.” Likewise, Calderón de la Barca (to many the greatest of Spanish dramatists of that period) often referred to life as “the great theater of the world.” Thus voiced two of the greatest dramatists of the time an idea actually shared by many of their contemporaries. Was this simply a way of talking, or did some deeper social truth lie behind the metaphor? Can we affirm that individuals in the Renaissance consistently behaved like actors in a stage? If so, can we apply rules learned through theatrical observations to the understanding of their sociology?

With these questions in mind, I propose this course as an analytical experiment. We will test the extent to which society and theater corresponded to each other. On the one hand, we will analyze plays from a historical perspective, as if they were events. On the other hand, we will analyze social manners and political events from a dramatic perspective, as if they were performances. The goal will be to explore the porous boundaries between fiction and reality during the Renaissance to generate a more comprehensive understanding of early modern culture.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: COL223, THEA310, COL223, IBST271, THEA310
Prereq: None

HIST192 Stalinism
This seminar examines the Stalin period in Soviet history, from the late 1920s to 1953. As one of the most brutal dictators of the twentieth century, Stalin has been at the center of historians’ attempts to make sense of the Soviet Union, socialism, and totalitarianism. This course will not only examine the biography and personality of Stalin as the ruler and shaper of the Soviet Union, but also explore the political, social, cultural, economic, and intellectual life of Soviet socialism, in order to gain a deeper understanding of the ways that people in the Soviet Union lived, worked, died, survived, fought in wars, and participated in the construction of a new civilization and way of life. The readings of this seminar will combine historians’ conflicting interpretations of Stalin and Stalinism with fiction, diaries, memoirs, music, and films from the period.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST332, REES332, HIST332, REES332, HIST332, REES332, REES192, HIST332, REES332, HIST332, REES332, HIST332, REES332, REES192, HIST332, REES332, HIST332, REES332, REES192
Prereq: None

HIST194 The End of the Cold War, 1979-1991
In the late 1970s and early 1980s, the relative stability that had prevailed between the United States and the Soviet Union since the end of the Cuban missile crisis (and, more fundamentally, since the East and West German governments were formed in 1949) broke down. By 1983, well-informed figures in both Washington and Moscow feared nuclear war.

Yet, within six years the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this extraordinary change occur, and what is the significance for modern world history? This seminar will address those questions by exploring the changing personnel, thinking, and policies of both the U.S. and Soviet governments. In the process we will also consider developments in Poland, other parts of Eastern Europe, Afghanistan, Nicaragua, Angola, and other countries where the superpowers or their allies confronted each other.

Offering: Host
Grading: A-F

Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: REES194, REES194
Prereq: None

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

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: SBS-HIST
Prereq: None

HIST201 Medieval Europe
This introductory course includes a sweeping look at one thousand years of tumult, compromise, and development and will address some very complex issues in European history. Topics include state formation in the sub-Roman world, economic expansion during the Commercial Revolution of 1000-1300, the political and cultural transitions of the 13th and 14th centuries, and the emergence of the early modern world. Each class will be comprised of lecture and discussion. Discussion will be based on primary sources (print and online) and the textbook.

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

HIST202 Early Modern Europe
This introductory course surveys the history of Europe during the formative period of the modern era from 1500 to 1800. It focuses on the crucial episodes of religious and political conflict in these centuries, while also highlighting key intellectual, cultural, and economic developments: the Protestant Reformation and Catholic Reformation, the rise of capitalism and plantation slavery, the scientific revolution, the English civil war, court culture, the Enlightenment, and the French Revolution. Required for the European history concentration, this course also provides essential historical grounding for any student interested in study abroad or in modern culture and politics.

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

HIST203 Modern Europe
This course surveys the history of Europe in the 19th and 20th centuries, from the French Revolutionary and Napoleonic era to the present, and is intended primarily for first-year students and sophomores. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and war, and Communism and Fascism; and concluding with study of the Second World War, the reassertion of Europe, and the collapse of the Soviet system.

Offering: Host
HIST204 Greek History
Using primary sources wherever possible, this course will examine the
development of Greek civilization from Mycenaean times through the death of
Alexander the Great. Special attention will be given to the connection between
political events and cultural and intellectual trends. No prior acquaintance with
ancient history is required.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

HIST205 Roman History
This course traces the history of Rome from its foundation, through its rise
as an Italic and Mediterranean power, up to the transfer of the Empire to
Constantinople. It focuses on the political, military, and social achievements of
the Romans.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS, SBS-CLAS, SBS-CLAS, SBS-CLAS
Identical With: CCIV231
Prereq: None

HIST206 Classic Christian Texts
This course is designed to provide students, most of whom will have no
background in this subject, with a solid grounding in some of the most influential
texts of the Christian tradition, both Catholic and Protestant. This training is
intended to make the students better readers in Western humanities and social
sciences.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-HIST, HA-HIST
Prereq: None

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History
This course examines the history of Japan from roughly 1860 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, SBS-HIST
Identical With: CEAS265, CEAS265, CEAS265, CEAS265
Prereq: None

HIST208 Rome Through the Ages
This course surveys the history of Europe’s most resonant urban symbol, the city
of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome’s
own urban, political, and cultural history and on the city’s changing context as a
symbol over 2000 years. This is a lecture and discussion course that emphasizes
reading and viewing primary sources, both literary texts and visual images.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: COL208, MDST208
Prereq: None

HIST210 American Jewish History, 1492-2001
This course will explore the history of Jews in the United States, reaching back
to the colonial period but emphasizing the 19th and 20th centuries. We will
discuss a wide variety of issues including immigration; business; living conditions;
popular culture; religious practices; intergroup relations and prejudices; politics;
maintenance with non-Jews; life in the South; the impact of developments in
Germany, Russia, and the Middle East on American Jews; and their connections
with Jews in other parts of the world.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CJST210, AMST223, CJST210, AMST223, CJST210, AMST223, AMST223,
AMST223, CJST210, AMST223, CJST210, AMST223, CJST210, AMST223, AMST223,
AMST223, CJST210, AMST223, CJST210, AMST223, CJST210, AMST223, AMST223,
CJST210, AMST223, CJST210, AMST223, AMST223, CJST210, AMST223, AMST223,
CJST210, AMST223, CJST210, AMST223, AMST223, CJST210, AMST223, AMST223,
CJST210, AMST223, CJST210, AMST223, AMST223
Prereq: None

HIST211 Digital History
This course is an introduction and critical examination of the emerging field
digital history. Digital history is related to the new and vibrant filed of
digital humanities, which has taken the academy by storm. The term “digital
humanities” (DH) refers to the application of computing techniques to traditional
humanities disciplines. This new field has implications for teaching and research,
as well as for the presentation of cultural artifacts to the scholarly and general
public. Digital humanists employ a wide-ranging set of techniques from text
and data-mining to network analysis, topic modeling and 3D visualizations and
animation. DH is also a highly collaborative field, and has sponsored far-flung
interactions among scholars and students from disciplines that have traditionally
been relatively isolated from one another.

Narrowing some of the broad questions raised by digital humanists, this course
will take a disciplinary focus and will examine traditional questions pertinent
to historical study, and ask how or whether they have been reconfigured by
new media and new applications of computing power. How do we evaluate
truth claims in this new environment? Does the change in the mode of historical
representation also change the types of questions and research we do? Has
the web flattened the differences between public and scholarly history (and do
these distinctions make sense)? How do digital tools enable new approaches to
traditional fields such as scholarly editing?

The course will have a theoretical and practical side. We will explore readings
on the promises and perils of digital techniques for historical practice, look at
earlier embraces of technology in the historical sciences, and think through the
relationship between historical research and historical representation. We will
also briefly explore the history of computing and the Internet as it pertains to
scholarly research and communication as well as public history. Students will
explore and evaluate websites, tools, and other digital resources.

On the practical side, we will experiment with text-mining tools such as Voyant,
Mallet, GIS, and n-grams in order to assess their usefulness in the analysis
of historical document and corpora. We will look at online presentation and cataloging environments—particularly Omeka—to explore how these new tools may or may not change the way we represent the past. Students will work closely with resources in Wesleyan’s Special Collections and Archives for hands-on experience with digital editing and presentation.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, HA-COL, SBS-HIST, HA-COL
Identical With: COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370, COL370
Prereq: None

HIST212 African History Since 1870
European colonial rule came to most of Africa during the late 19th century. Africans engaged with colonial policies in complex ways, sometimes rejecting European interventions outright, at other times taking advantage of social and economic change. This course examines the colonial and postindependence eras from African and European perspectives, covering colonial administration, critiques of imperialism, Pan-Africanism, postcolonial conflicts, development, and democratization. We will use multiple source materials including primary documents, novels, and film.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, AFAM212, ARHA212, HEST228, RELI482, ARHA212, HEST228, RELI482
Prereq: None

HIST213 The Culture of Convivencia: Muslims, Jews, and Christians in Medieval Iberia
This class will explore the art and culture of the various cultures of medieval Iberia (modern Spain and Portugal) between 711 and 1492. For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors, enjoying varying degrees of religious freedom, political autonomy, and mutual well-being. This carefully negotiated state of coexistence was known as convivencia, and, while it ultimately failed, for centuries it allowed each community to maintain its integrity, often thriving, and always surviving.

Using visual evidence and primary sources, we will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. We will learn to decode elements such as dress and home decor, food and hygiene, gardening and agriculture, to learn how each community influenced the others and formed blended cultural forms. We will carefully and objectively evaluate their shared experience of convivencia and the mutual cultural affinities and appropriations that developed over the long centuries of coexistence. Finally, we will compare the Iberian experience to our own era of religious encounters and uneasy attempts at tolerance and coexistence on global, local, and national levels.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART
Identical With: ARHA310, MDST310, COL322, ARHA310, MDST310, COL322, ARHA310, MDST310, IBST281, COL322, ARHA310, MDST310, COL322, ARHA310, MDST310, IBST281, COL322, CJST213, CJST213, CJST213, FGSS213, CJST213, CJST213

Prereq: None

HIST214 The Modern and the Postmodern
In this course we shall 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 two hundred years. Our readings shall be drawn from a variety of areas—philosophy, the novel, music, painting, and photography—and we shall 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, HA-HIST, HA-HIST, HA-HIST
Identical With: COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, COL214, CHUM214, 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, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, COL332, 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, SBS-HIST
Identical With: COL332L, COL332L, COL332L, COL332L
Prereq: None

HIST217 African History Before 1870
Adaptation, exchange, and mobility characterized African history before the era of formal European colonialism. This course examines these themes across all the regions of the continent including ancient Egypt, the West African Sahel, the Swahili coast, and southern Africa. We also analyze how source materials shape
our understanding of key themes in African history including state-building, slave trades, gender, and the spread of Islam and Christianity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AFAM211, AFAM211, AFAM211
Prereq: None

HIST218 Russian History to 1881
This course will survey central issues in Russian history from the origins of Kievan Rus to the Great Reforms of Alexander II, ending with his assassination in 1881. It will trace the political, cultural, and religious traditions that shaped the historical experience of Russian lands and peoples. We will examine Russia’s understanding of its place in the world (geographically, politically, and culturally) and the ways in which this self-conception changed over time and influenced the course of events. We will consider early sources of Russian political and cultural identity, focusing on several themes: the influence of religion; imperial ambitions, expansion, and the peculiarity of the empire that evolved; recurring “times of troubles” and problems of governance; and the role of imagination and culture in Russia’s political and social life.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: REES218, REES218, REES218, REES218, REES218, REES218
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, SBS-HIST
Identical With: REES219, REES219, REES219, REES219
Prereq: None

HIST220 Europe Since 1870
This course studies Europe under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. It will survey the history of 140 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also 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; and the early years of the Fifth Republic, 1958-1969.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: FIST220, FIST220, FRST212, FRST212, FIST220, FIST220, FRST212, FRST212, FIST220, FIST220, FRST212, FRST212
Prereq: None

HIST221 History of Ecology
The word “ecology” has come to have many meanings and connotations: a scientific field dealing with the relationship 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 eighteenth-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the twentieth 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, 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, SBS-HIST
Identical With: SISP221, ENV5211, SISP221, SISP221, ENV5211, SISP221
Prereq: None

HIST222 Disease and Epidemics in Historical Perspective
This seminar examines how concepts of diseases have changed over time in both the West and in some non-Western cultures and how several diseases in particular have reached epidemic proportions from ancient times to the present. These diseases will tentatively include smallpox, plague, cholera, tuberculosis, syphilis, and AIDS, among others. It will provide students with the conceptual tools necessary for the study of diseases and epidemics in history, drawing from modern medical science and epidemiology, as well as from a broad range of historical sources.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: SISP222, SISP222, HIST304, SISP304, HIST304, SISP304, SISP304, SISP304, SISP304, SISP304, SISP304, SISP304, SISP304, SISP304, SISP304, CEAS233, EAST233
HIST223 History of Traditional China
This course survey explores the origins and developments of classical Chinese traditions from ancient times to the Ming Dynasty (1368-1644). The goal is not comprehensive coverage of the vast number of events that shaped the evolution of the imperial state. Rather, students are exposed to key ideas and social practices that defined the historical consciousness of the Chinese people and that continue to give Chinese culture its unique values today. Confucius (551-479 BC) was the first of many Chinese thinkers to place historical consciousness at the heart of individual and cultural identity. Speaking in the first person (a rare event), he said in the ANALECTS: "I was not born knowing the past. I love the ancients and seek earnestly to know their way." The humility and the ambition of this statement will guide our inquiries in this survey class as we examine closely key texts and major thinkers who sought, quite literally, to live in the light of the past. Love of ancients is not a common theme in progress-oriented Western historiography. Students will, therefore, be challenged to examine their own cultural assumptions as we delve more deeply into Chinese history. Here, truth is not something to be scorned, theorized away, or assumed to coincide with current social practice. Confucius' aim of seeking earnestly for historical truth is a goal for students in this class as well.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CEAS223, CEAS223, CEAS223, EAST223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223, CEAS223

HIST224 Modern China: States, Transnations, Individuals, and Worlds
This course explores the forces that have shaped the meanings of "China" and "Chinese" in the 20th and early 21st centuries. Our examination of modern China will focus on state formation in its republican and communist forms, individual experience, popular culture, Chinese imperialism in Tibet, the Chinese diaspora in Southeast Asia, China's economic development, and the looming environmental crisis. We will read historical documents, memoirs, scholarly monographs, novels, and short stories, as well as watch documentaries (e.g., PBS "China from the Inside") and films directed by Hou Hsiao-Hsien and others.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CEAS224, CEAS224, CEAS224, CEAS224, EAST224, CEAS224, CEAS224, CEAS224, EAST224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224, CEAS224

HIST225 Histories of/History and the U.S.-Mexican Border
This seminar examines the history of the U.S.-Mexico border region from the colonial era to the present as a zone of contact between peoples of different cultures and as a transnational space with a distinct regional culture. In doing so, students will analyze the diverse methodological approaches scholars have employed in examining the history of the region, from popular history to environmental history, oral history, and gender history, among others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST, SBS-LAST

HIST226 Gender and Authority in African Societies
Gender and 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 and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of women, men, or gender in African history. Some of the major themes include political and economic power; spiritual authority; domestic politics, gender, and the division of labor; the impact of colonial rule and post-colonial politics. We will examine how women and men have grappled with these intricate social and political relations from the precolonial period into the postcolonial era.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227, FGSS227

HIST227 Confidence and Panic in 19th-Century U.S. Economic Life
The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST252, AMST250, AMST250, AMST252, AMST250, AMST250, AMST250, AMST250, AMST250, AMST250

HIST228 The Rise and Fall of the Ottoman Empire, 1280-1922
This course is a historical survey of Islam's most successful empire. At its height in the 16th century, the empire stretched from Budapest to Baghdad and was one of the world's superpowers. Founded in the 14th century, it survived until World War I. The Ottoman Empire provides a model for a strong, centralized Islamic state, and the role of Islam in its political, social, and economic institutions will be discussed. Special emphasis will be placed on the Empire's final century and the rise of nationalism in the region.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST

HIST229 African History and Art
In this introduction to the history and art of West Africa from the late first millennium AD to the colonial period, we will cover topics including the trans-Saharan trade, the origins of state formation, the spread of Islam south of the Sahara, and the slave trade. We will integrate history with study of the architectural monuments of medieval West Africa including the Friday Mosque in Jenne and masquerades and rituals of West Africa up to the colonial period.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART, HA-ART
European relations with Africa during the colonial period. Setting the stage for the increasingly racialist attitudes that would characterize the century, the Atlantic slave trade had begun to take on important dimensions. Remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the settlement of Europeans, mostly Portuguese, on the West African coast led to explorations of Africa. After Portuguese arrivals, the expansion of commerce and the growth of white settlement, and the struggle for dominance in the region. The second half of the course covers industrialization, segregation, and apartheid and examines the ways blacks and whites, men and women, have shaped, and have been shaped by, these processes. Particular emphasis is placed on the role of religion in shaping the social and political history of the region. This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. It addresses the origins of culture contact between European artists and of Africans as documented in travel literature and in artistic representations of Africans. This introduction to the history of Southern Africa examines precolonial African societies, the growth of white settlement, and the struggle for dominance in the region. The second half of the course covers industrialization, segregation, and apartheid and examines the ways blacks and whites, men and women, have shaped, and have been shaped by, these processes. Particular emphasis is placed on the role of religion in shaping the social and political history of the region.

HIST230 History of Southern Africa
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.

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 Iberian Expansion and the "Discovery" of Africa in Travel Narratives and Art, 1420-1640
This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. It addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. The course will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the trans-Atlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive mélangage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racialist attitudes that would characterize European relations with Africa during the colonial period.

HIST233 The Middle East in the 20th Century
This course surveys the history, culture, and religion of the contemporary Middle East. Emphasis is on the historical roots of current problems. These include the Arab-Israeli conflict, Westernization versus Islam, U.S. involvement in the region, and the Sunni-Shia divide within Islam. Finally, the course will address the causes of the Arab Spring and discuss possible outcomes of the ongoing turmoil that reform movements unleashed.
Prereq: None

HIST237 Early North America to 1763
From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years’ War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: AMST284, AMST284, AMST284, AMST284
Prereq: None

HIST238 Liberty and Loyalism: Reconfiguring North America in the Age of Revolution, 1774-1848
At the end of the Seven Years’ War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, numerous Native 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 Native 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 Native sachems, this course will explore North America as it was understood by those who lived during a period of intense social and political upheaval.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
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 the World War I. These include continental expansion and U.S. imperialism, the creation of new markets, the development of agriculture and industry, the failure of slavery, 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 and dissent, protest, and reform.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST239, AMST239, AMST239, AMST239, AMST239, AMST239, AMST239, AMST239, AMST239, AMST239, AMST239
Prereq: None

HIST240 The United States Since 1901
This course will explore the history of the United States from 1901 until recent times including the economy, social relations, culture, politics, military, and foreign relations. The unifying theme will be the emergence of modern American liberalism during the Progressive Era and its dominance by the mid-20th century. Throughout this period, however, there was active minority resistance to liberal attitudes and policies that culminated in a series of conservative triumphs in the late 20th and early 21st centuries.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

HIST241 African American History, 1444-1877
This course will examine the history of blacks in the New World from the 15th to the late 19th centuries. Beginning with the expansion of Europeans into the, from their perspective, newly discovered lands in Africa and the Americas, this class explores the Middle Passage, the history of slavery and emancipation in a hemispheric context, as well as the ideology of race during the 18th and 19th centuries in the wake of transformative intellectual movements in the U.S. and Europe. The course adopts a diasporic conceptual framework to elucidate the world-systemic dimensions of the history of blacks in the Americas. Moreover, it aims to show that rather than constituting a “minority,” blacks represent one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the “new worlds” that would be instituted in the wake of the Encounter of 1492.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM, SBS-AFAM, SBS-AFAM
Prereq: None

HIST242 Introduction to Modern African American History
This course explores some of the defining social, political, and cultural moments that reflect the experience of African Americans within the United States, Reconstruction to present day. Over the course of the semester, we will focus on several broad themes, including identity, citizenship, agency, and impact. As scholars, we will examine major moments in African American history, including segregation under Jim Crow, the Great Migration, the modern Civil Rights Movement, and the development of hip-hop culture. How did African Americans define their relationship with the nation? How did their notions of race, citizenship, and freedom intersect with broad ideas about class, gender, and culture? How did African Americans challenge the legacies of slavery over the course of the 20th century? Our semester-long historical investigation will highlight and trace a multitude of events and concepts, all of which will help us to reveal the diversity, breadth, and significance of the black experience in modern America.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM, SBS-AFAM, SBS-AFAM
Identical With: AFAM204, AFAM204, AFAM204, AMST238, AFAM204, AFAM204, AMST238, AFAM204, AFAM204, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AFAM204, AMST238, AFAM204, AMST238,
AFAM204, AFAM204, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, AFAM204, AMST238, Prereq: None

HIST243 History of Taiwan: From Origins to the Present
Taiwan's island location and ethnic identities have determined its destiny. The island is part of an archipelago formation that runs from the Philippines through Japan. The Taiwan Strait separates the island from China by 90 miles. The Strait is churned by two colliding currents, by shallow seabeds of less than 50 meters, and by monsoons that pushed and sucked boats into a watery grave. This combination of distance and a threatening strait have buffered Taiwan from being completely absorbed by premodern colonial empires. With its natural resources, it has made Taiwan a major entrepot in international trade.

Taiwan has harbored immigrants and nourished multiple settlements of refugees, traders, merchants, and pirates. Since the end of World War II, Taiwan's population has grown from 8 million to 23 million. Economically, it is one of the so-called "Tigers of Asia," with exports exceeding $308 billion/year. And it is renowned for making a smooth transition from its authoritarian and martial law past to its current thriving democracy within 50 years of its modern existence. The Taiwanese diaspora is an important part of this narrative to Taiwan's history of trade, settlement, colonial rule, and current struggles regarding identity and issues of sovereignty.

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

HIST245 Survey of Latin American History
This course presents a broad survey of Latin American history in the postindependence period. After a brief overview of the colonial era and the wars of independence, the course explores the abolition era, neocolonialism, development of social and cultural pluralism, 20th-century political movements, and contemporary events. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, video clips, and drawings will be discussed in class.

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

HIST246 France at War, 1934-1944
Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934-1938, and during the German occupation, 1940-1944, when French authorities collaborated with the occupier. We will consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.

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

HIST247 Jewish History: From Biblical Israel to Diaspora Jews
The survey course on the history of Jews will cover the long period from biblical times to 16th century, a period during which Judaism, Christianity, and Islam formed, shaping the foundation of mutual attitudes among these groups for centuries to come. The course will examine transformations of identity from biblical Israelites to Jews living among Christians and Muslims. We will discuss stereotypes and presuppositions of Jewish life and history, including what the historian Salo W. Baron dubbed the "lachrymose concept of Jewish history"--Jewish history as history of suffering. The course will illuminate the experience of Jews whose lives, and deaths, demonstrate that they were active actors rather than just passive victims of historical events. We will discuss the mutual influences of Jews and non-Jews on their cultures and experiences. The readings will consist mostly of primary historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews’ relations with non-Jews: Christians and Muslims.

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

HIST248 Jewish History: From Spanish Expulsion to Jon Stewart
This course explores Jewish history from the 16th century through in the modern era, reaching toward modern American and Israeli history and culture. The modern Jewish experience has often been characterized as an era of increasing participation of Jews in the civil society and was juxtaposed to the premodern era of the ghettos. This course will challenge these dichotomous stereotypes and introduce students to the complexity of the Jews’ experience, their active involvement in the political and cultural processes that were taking place in the non-Jewish environment during both premodern and modern periods. As in HIST247, we will see Jews as a part of the social and cultural fabric rather than an “alienated minority” whose history is separate from that of their surroundings.
We’ll explore the transformations from what some called a traditional society defined by religious identities into a modern society of complex religious, ethnic, cultural, and political identities. We’ll look at the acceptance of and resistance to the new ideas brought by the Enlightenment and explore the consequences of secularization of the society, including the rise of modern anti-Semitism; Jewish and non-Jewish nationalism; Zionism; questions of women, gender, and sexuality; migrations; and Jewish-Arab relations before and after the establishment of the State of Israel, and modern Jewish culture in America.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262, RELI262
Prereq: None

HIST249 Roman Urban Life
What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers...
and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a watershed of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups, and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Identical With: CCIV328, ARCP328, CCIV328, ARCP328, CCIV328, ARCP328, CCIV328, ARCP328
Prereq: None

HIST250 Romans and Christians: The World of Late Antiquity
The emperor Diocletian’s administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed of the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the 6th century)—the period known as late antiquity—the Roman West presents a fascinating picture of cultural change. In this course we will study the period (4th to 6th century) from three different perspectives: the conversion of Romans to Christians and of Christians to “Romans”; the material world of late antiquity—especially the changes to the city of Rome—and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275, CCIV275, RELI274, MDST275
Prereq: None

HIST251 Empires in World History
Empires have dominated the political landscape across the globe for much of human history. But how did they come into being? More important, 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, SBS-HIST, 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, SBS-HIST
Identical With: ENVS252, ENVS252, ENVS252, ENVS252
Prereq: None

HIST253 History of Modern Mexico
This survey of modern Mexican history (1810-2010) employs as its unifying theme Mexico’s bicentennial celebrations of the Wars of Independence (1810) and the Mexican Revolution (1910). Focusing on the history, memory, myth, and popular celebration of these upheavals and their major protagonists from the 19th century to the present day, students will survey modern Mexican history and cultural history approaches to its study.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST, SBS-LAST
Identical With: LAST243, LAST243, CEAS275, CEAS275
Prereq: None

HIST254 Science in Western Culture
This course offers an introduction to the history of the sciences between the late seventeenth and early twentieth 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, in order to better understand how people have “done science” in different times and places.

Throughout we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

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

HIST255 History of Spain: From the Middle Ages to the Present
This course is an introduction to the history of Spain from the Middle Ages to the 21st century. We will cover the Islamic period, the Christian expansion, the imperial age, the liberal and republican regimes, the 20th-century dictatorships, and the late democratic period. Through the analysis of historical sources, literature and poetry, art and film, students will learn not only about the past, but also about the way in which history affects and has affected the collective identities of the Spaniards, and therefore the way in which the past shapes the future.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: COL250, COL250, COL250, IBST233, COL250, COL250
Prereq: None

HIST256 Existentialism in Film and Literature
This lecture course examines the intellectual history of existentialism through specific works of literature, film, and philosophy. By reading works of philosophy...
and literature by figures such as Kierkegaard, Nietzsche, Kafka, and Dostoevsky, as well as viewing films such as “The Third Man,” “Breathless,” and “Fight Club,” we will provide an introduction into the key attributes and questions that characterize existential philosophy as well as the historical circumstances that inform its distinct incarnations.

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

HIST258 Mughal India
This course examines the history of South Asia in the early modern era, from the origins of Mughal (or Timurid) rule in early 16th-century Kabul to the final demise of the empire in Delhi in 1858. We will examine the life of Akbar (r. 1556-1605) in particular detail, as well as the development of (and strains upon) the religiously hybrid Mughal political and military system under Akbar’s successors in the 17th/18th centuries. The causes of 18th-century Mughal decentralization and decline will also be discussed, alongside the rising power of European trading companies. We will conclude with the trial of the Mughal emperor by the British in 1858.

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

HIST259 20th-Century Intellectual History
This is a course in the reading and analysis of literary and philosophical texts central to the understanding of 20th-century intellectual and cultural experience. We will focus on several key thinkers and their relationship to the milieu in which they lived, as well as the migration of their ideas across national borders. We will also explore the ramifications of those ideas over time and space (for example, the relation between intellectual production and European decolonization).

The goal of this course is thus to explore the cultural production of specific individuals and to demonstrate how the ideas produced by those individuals in science, literature, religion, art, philosophy, political theory, drama, or poetry interact with social realities over time.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: COL258, COL258
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 the Eurasian landmass become today’s Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become “Japan” for the first time in the late 7th 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 a mathematics or language course.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST

Prereq: None

HIST261 Protestantism: From the Reformation to the Religious Right
This course studies the impact Protestant theology and piety have had on society, culture, politics, and the economy of Western nations. After an introduction to the major strands of the Reformation in Europe (Lutheran, Calvinist, Anabaptist, and Anglican), the course will focus on the English-speaking world, the United States in particular. Topics will include religion in Wesleyan’s history, African American Protestantism, liberal Protestantism in the early 20th century, and the rise of fundamentalism, evangelicalism, and Pentecostalism in the late 20th century. The last part of the course will focus on the United States as a nation both highly secularized and highly religious. Particular emphasis will be given to issues of church-state relations, the culture wars, and the political influence of the Religious Right.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: RELI257, AMST261, RELI257, AMST261, RELI257, AMST261, RELI257, AMST261, RELI257, AMST261
Prereq: None

HIST262 Gender and Technology
What is gender? What is technology? What is the relationship between them? This course examines the ways in which science and technology are shaped by and in turn help constitute various notions of gender. Through classroom readings, discussions, films, case studies, and writing assignments, we will explore what gender and technology are as well as how they work in society. We will address how technical knowledge systems have intersected historically with identity and social order; varieties of concepts of gender; the relationship between gender and technological development, transfer, adoption, and adaptation; the rise and reception of technical knowledge as a social system for the establishment of consensus about the nature of reliable truth; how different kinds of technical work and technical knowledge historically have been understood to belong to different social groups; proposals for change; future of gender/future of technology systems; how concepts of gender and technology are reproduced in popular mass culture and everyday life.

The materials emphasize gender, but our discussions and readings will also engage with disability, race, class, and other social categories that have shaped participation in technical endeavors. Students will study a variety of technologies and technology systems (e.g., telecommunications, medical/public health, transport, military, computer, capital investment, and environmental engineering).

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

HIST263 Inside Nazi Germany, 1933-1945
This survey course seeks to give a firm historical grounding in the processes that led to Hitler’s rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by
a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. As important, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

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

HIST267 Out of the Shtetl: Jews in Eastern Europe
This survey course offers a view of Jewish history in Eastern Europe that takes us beyond the (legendary) shtetl and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to the contemporary period and Poland’s small Jewish community, trying to reinvent Jewish life in Poland in the aftermath of the Holocaust and the 1968 forced migrations.

Descendants of East European Jews are now the largest demographic group among Jews in the United States. Until the Second World War, Jews in Eastern Europe were the largest Jewish community in the world. From the 16th century, their impact on Jewish culture and society has been tremendous, from shaping one of the most important codes of Jewish law, the Shulhan Arukh, in the 16th/17th centuries, to shaping the ideology of the Zionist movement at the turn of the 20th century. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the shtetl created by 19th-century writers of Yiddish fiction, later popularized through Broadway plays and films such as FIDDLER ON THE ROOF.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: ENVS267, REES267, REES267, ENVS267, REES267, REES267
Prereq: None

HIST268 The Origins of Global Capitalism: Economic History, 1400-1800
This lecture/discussion course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China’s economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.

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

HIST269 Modern Britain: Society, Culture, and Politics, 1780-Present
"America: It's like Britain, only with buttons." -Ringo Starr

Since the 1960s, the study of British history has gone from focusing primarily on the ancient institutions of "little England" to being a much broader program...
that studies Britain as a crucible of the modern world. In this course we will explore the many facets of Britain from 1714 to today. We will investigate the history of Britain's political institutions and processes, from industrialization, class formation, social reform, urbanization, war, and imperialism to the role of gender and race ideologies in society, the rise of mass culture, and the changing nature of work and leisure, at home and in the empire. Each week, we will analyze large-scale historical processes in conjunction with historical materials (letters, newspapers, political documents, census records, oral histories, legal records, and photographs, etc.) that provide a window on the nature and meaning of experiences of individual men, women, and children whose lives intersected with these developments. The course will introduce students to classic works on the history of modern Britain as well as recent histories and new objects of historical study. The course is especially appropriate for prospective history majors, though all students interested in studying British history and its contemporary international legacies are welcome.

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

HIST271 Japan and the Atomic Bomb in Historical Perspective
The dropping of the atomic bombs on Hiroshima and Nagasaki in August 1945 was a pivotal moment in the 20th century. This course examines how Japanese history and the history of science and technology came to intersect at this time. It begins by examining the emergence of Japanese imperialism in the 19th century and how that led to Japan's war with the United States. Separately, it also examines the development of nuclear physics and the technology that created the bombs. It then looks at the political and cultural dimensions of these bombings, raising the question to what degree the bombs led to Japan's surrender and the impact the bombs had on both the Japanese and American peoples.

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

HIST272 The Long Civil Rights Movement in 20th-Century America
This course traces the major sites of protest, opposition, and resistance in African American history since 1920. By examining the development of the American Civil Rights Movement, this course complicates traditional understandings of black liberation struggles in America. Who were these civil rights activists? How did they unify? What were their priorities? How did they imagine black freedom? How did these events play out in public life? The readings and assignments facilitate a critical analytical approach to the 20th-century struggle for civil rights and racial equality in America.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-AFAM, SBS-AFAM
Credits: 1.00

HIST273 Time is Money: Capitalism and Temporality
What does it mean for us to live by the clock? And how has the clock come to command our sense of time? To explore these and related questions, in this interdisciplinary, reading-intensive seminar, we will work from two core premises: the quality of temporality—or, how we inhabit, perceive, and regulate time—has changed over the course of history (itself a term we will need to unpack), and those changes have corresponded to fluctuations in the rate and rhythm of global capitalism. Centering our inquiry in the United States and beginning in the antebellum South, we will toggle between different spatio-temporal scales and examine a range of case studies, from the cotton plantations of the 1830s and the future markets of the 1880s, to the shopping malls of the 1960s and the childcare centers of the 1980s. Throughout, we will analyze time as an instrument of domination and expropriation and, thus, of capital accumulation, but also as a means of disruption and interruption and, thus, of opposition, whether it is “seized” along an assembly line or in a public square, or within the structure of a novel.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM
Credits: 1.00

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

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

HIST275 Histories of Race: Rethinking the Human in an Era of Enlightenment
A spurious abstraction when it was first “invented” during the 18th century, the concept of race has nonetheless forever left its imprint on history, not to mention the human condition. This class will interrogate the conceptual status of race in two ways. In seminar, we will chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. During this broad assessment of the era’s proto-raciology, we will examine several competing histories of race, including religious accounts of race, anatomical understandings of race, conjunctural histories of humankind, and the rise of conceptual classification schemes of humankind in an era of human chattel slavery. In addition to charting the birth of race in the Enlightenment-era life sciences, we will also expand the seminar’s scope to include discussion on eras both previous to and after the Enlightenment “invention” of race (circa pre-1700, post-1800). This will take place during a weekend conference that will bring together students, Wesleyan faculty, Wesleyan alumni, and outside scholars. The ultimate goal of this course is to provide students with a historicized understanding of race that will inform their reactions to race and ethnicity in the future.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-RLAN, SBS-RLAN
Credits: 1.00

This document contains a list of course descriptions and prerequisites. The courses cover a wide range of topics, from the history of modern Britain to the concept of race in the Enlightenment era. The descriptions provide a brief overview of each course's content and objectives, along with information about prerequisites, credits, and offerings. Each course is designed to facilitate a critical analytical approach to its subject matter, and many courses include opportunities for hands-on work and collaboration with outside scholars. The ultimate goal of these courses is to provide students with a comprehensive understanding of their respective fields and to prepare them for further academic or professional pursuits.
HIST276 Constructing Hinduism and Islam
What is Hinduism? What is not? Is Islam a religion or a way of life? What is the difference? The meanings of few words are as greatly contested as that of "religion." For Western (primarily Christian) observers, Hinduism and Islam have acted as foils for their self-perceptions of faith, practice, modernity, and culture. More significantly, Western scholars of religion, in the course of their studies, have influenced the self-understanding of those who identify themselves as Hindu and Muslim. The concept of religion continues to play a significant role in both nation formation and international affairs. Using theory critiquing the category of religion, we will explore the application of this term by Westerners in South Asia and the Middle East and investigate the continuing debate regarding the identities of these religions both by those within and outside these traditions.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI, SBS-RELI, SBS-RELI
Identical With: RELI130, RELI297, RELI297, RELI310, RELI297, RELI297
Prereq: None

HIST277 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought
According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment—roughly, the half millennium between the 2nd and 7th centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART
Prereq: None

HIST279 The Making of Modern Japan, 1500 to Present
In a global context, Japan emerged as a major player on the world stage after 1500. While in the midst of what later was called the Warring States Period (sometimes dated 1468–1600), Japanese traders and others maintained a broad network of commerce that included not only Korea and China but spread to Southeast Asia. Europeans first reached Japan in 1543, and it was soon obvious that no European state had the military might to colonize Japan. These are the roots from which a modern Japan appeared that in the 19th and early 20th centuries militarized and set upon an imperial project until defeated at war in 1945. Since then, Japan has emerged as a postmodern, highly technological, pop culture-oriented, and aging country. One theme that will be examined across the semester is environmental change over the long term.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: CEAS279
Prereq: None

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800
With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This lecture/discussion 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. 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, SBS-HIST, SBS-HIST
Identical With: SBS-RELI, SBS-RELI, SBS-RELI
Prereq: None

HIST282 Medicine and Health in Antiquity
What does the Hippocratic Oath reveal about the ethics of ancient medical practitioners? What were the tensions between religious and “rational” models of disease and healing in Greece and Rome? How was the body of the female patient interpreted by the male physician? We will address these questions and others in this course as we trace the development, organization, and influence of ancient medical thought and practice. Texts from classical Greece, Hellenistic Alexandria, imperial Rome, and medieval Islam will be considered.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS, HA-CLAS
Prereq: None

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 versus a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: SISP283, PHIL154, SISP283, SISP283, PHIL154, SISP283, PHIL154, SISP283, PHIL154, SISP283, PHIL154, SISP283, PHIL154, SISP283, PHIL154, SISP283, PHIL154
Prereq: None

HIST285 Modern India
This course examines Indian history from the vantage point of present-day concerns. Weekly themes to be investigated include nationalism, democracy, gender, caste, village and forest, religion, popular culture, urbanization, sovereignty, demographics, economic development, and the armed forces.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, 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. It 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, SBS-HIST, SBS-HIST
Identical With: ARHA264, ARHA264, ARHA264, ARHA264, ARHA264
Prereq: None

HIST287 Modern Southeast Asia
Southeast Asia is one of the most populous, culturally diverse, and problematic "regions" of the world. It embraces the nation-states of Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. Southeast Asia has been the destination of imperialists, tourists, and migrants, a battlefield during the Cold War, and a front line in the war against terror. It has always been home to dynamic groups of people who seek to build strong, independent, and culturally distinctive societies in the modern world. This course is an introduction to the history of Southeast Asia in the 19th and 20th centuries. We will examine political, social, cultural, and economic transformations, with particular attention to the effects of modernization, decolonization, and globalization. Topics of special interest will include the nature and legacies of imperialism in the region, the formation of nations and states, religious belief and political action, the role of Chinese settlers, gender and identity, the nature of the "region" as such and its relations to the rest of the world. We will study the modern history of Southeast Asia through scholarly writings, literature, and films.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: ANTH271, CEAS284, ANTH271, CEAS284, ANTH271, EAST284, ANTH271, CEAS284, ANTH271, CEAS284, ANTH271, EAST284, SISP287, 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

HIST289 What’s Right and What’s Left? Literature, Philosophy, Art, and Politics in Inter-War Europe
This course will move between Italy, France, and Germany in an attempt to define and understand the relation between right and left wing politics in modern European intellectual and cultural production up until World War II. Using Zeev Sternhell’s NEITHER RIGHT NOR LEFT as a reference point we will attempt to construct our own “fascist minimum” and to analyze the political trajectories of a number of figures from left to right and vice-versa. We will also attempt to understand the perceived political, social, and cultural crisis of the inter-war period and the appeals of fascism, Nazism, and socialism in response to this “crisis”.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL, HA-COL, HA-COL, HA-COL, HA-COL
Identical With: COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210, COL210
Prereq: None

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

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

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: FGSS269, COL323
Prereq: None

HIST292 Native Americans as Slaves and Slaveholders
This course will examine Native American slave systems from the pre-Columbian period to the late 19th century. It will explore captivity/slavery, Native holding of black slaves, experiences of enslaved Natives, and how slavery complicated Native relations with Euro-Americans.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: AMST315, AMST315
Prereq: None

HIST293 The U.S. Civil War, 1861-1865
This course examines a watershed in U.S. history that has often been identified as the turning point in economic development as well as in the formation of American identity: the Civil War. Using mostly primary sources, the course explores this moment of crisis and of social transformation from multiple perspectives: political, military, economic, racial, gender, literary, and visual (including photographs, genre painting, and early films).

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

HIST294 Political Fiction
Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality.

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

HIST295 History, Memory, and Tradition in Global Contemporary Art
This class examines a host of contemporary art-making practices from around the globe, centered on past-directed themes of history, memory, and tradition. In an effort to discern the significance of these concerns and the reasons for their prominence in recent art, a number of key questions will be posed:

What does the past mean to us today, and how does this meaning relate to our ability to construct a better future? What should we remember and preserve at the present historical juncture and why? How should we accomplish this? Has the ability to forget the past become as important to us today as remembrance? Do close connections to history liberate or hamper us, hobble or empower us? Whose memories should we rely on and why? Does an information society make it easier for us to preserve and recollect the past or more difficult?

It is to considerations such as these and their implications for the way we live today that we will return throughout the semester.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART

Identical With: ARHA354, ARHA354
Prereq: None

HIST296 Colonial Latin America
This lecture course begins with the history of three major indigenous societies—the Maya, the Aztecs, the Incas—and continues through the formation of the Spanish and Portuguese empires. Topics include the initial contact in and conquest of the Caribbean, Meso-America, and the Andes; the imposition of imperial rule and the survival of precontact cultures; the transformation of production; the impact of and resistance to slavery; the structure of colonial communities; the role of gender, religion, ethnicity, and race in the creation of colonial identities; and the independence movements and the end of formal colonial rule. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, drawings, and other texts will be discussed in class.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: LAST296, LAST296, LAST296, LAST296
Prereq: None

HIST297 Mexican History and Visual Culture from Conquest to the Present
This course offers an introduction to Mexico's history from the conquest of indigenous empires to the present, paying special attention to how images and visual culture—from the Virgin of Guadalupe to patriotic parades to lucha libre—not only reflected, but also shaped, Mexican society and its political development. Through this lens, we explore the construction and unraveling of the colonial system, the emergence of the nation, the upheaval of the first major social revolution of the 20th century and its aftermath, and contemporary events. In addition to providing an introduction to major historical phenomena and debates, this course also familiarizes students with methods for using visual materials to understand and interpret the past.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: LAST257, LAST257, ARHA297, LAST257, LAST257, ARHA297
Prereq: None

HIST298 Oh Canada: Creating the Northern Neighbour, 1776–1896
This course will help answer a pressing question: Why does Canada exist? Students will explore the complicated relationships that shaped America’s northern neighbor. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) a unique democratic experience defined in no small part by its inability to define itself. From the outbreak of the American Revolution until the end of the 19th century, the polyglot inhabitants of loyal British colonies north of the United States constructed a multi-faceted identity that remains the topic of great debate to this day. Students will examine the political, cultural, and social histories that transformed British colonies into the Dominion of Canada founded on what was and still is Indigenous territory.

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

HIST299 Portuguese Expansion to Africa and the Atlantic World, 1440-1640
This course on European overseas expansion in the early modern era, the 15th to the 17th centuries, studies the Portuguese sea-borne empire, with a focus on Africa. The course examines the origins of culture contact between Europe and Africa and the creation of mixed cultures, two defining characteristics of
the modern world. We will approach the subject matter in an interdisciplinary manner, drawing on the methodologies of history and art history.

We will study primarily secondary historical sources as well as travel narratives from the 15th to the 17th centuries. Paintings and sculpture also offer insight into European attitudes toward people of different cultures and physical appearance. We will consider both sculpture made by West African artists and paintings by European artists. Together, written documents and artistic depictions of Africans and of Europeans afford us an understanding of an era that was critical to the formation of intercultural contact and the establishment of European images of Africans.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-AFAM, SBS-AFAM
Identical With: AFAM210, ARHA268, AFAM210, ARHA268
Prereq: None

HIST302 Race Discourse in the Americas
This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, it will examine the significance of race in several meaningful contexts, including the expropriation of Indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. As well, the phenomenon of race in the U.S. Civil Rights movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s will be analyzed. Rather than employing the liberal humanist emphasis on "race-relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as organizing principle that institutes of our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: [AFAM202 or ENGL240 or AMST275] OR [AFAM203 or HIST241] OR [AFAM204 or HIST242 or AMST238]

HIST303 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements
This course explores 20th-century protest movements in the United States, with a special focus on the ways in which the visceral racial experiences and emotions of the nation's citizens collided and produced different forms of public rage, rebellion, backlash, and resistance. Using a variety of interdisciplinary primary and secondary documents, we will examine these historical moments to better understand their influence on some of the major political processes of the modern United States. We will also analyze the state's attempt to manipulate and harness racialized community rage. Topics include civil rights, urban uprisings, ethnic and racial nationalism, suburban socioeconomic revolts, religious conservatism, and contemporary political rebellions of the left and the right. How have various protest movements critiqued and shaped modern public institutions and governments? How were these community movements influenced by the calculated maneuvers of the state? Did grassroots rage translate into tangible results and increased power, and if so, for whom?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM, SBS-HIST, SBS-HIST
Identical With: AFAM329, AMST355, AFAM329, AMST355, CHUM331, AFAM329, AMST301, COL308, MDST308, COL308, MDST308, COL308, MDST308, COL308, MDST308
Prereq: None

HIST304 Disease and Epidemics in Historical Perspective
This seminar examines how concepts of diseases have changed over time in both the West and in some non-Western cultures and how several diseases in particular have reached epidemic proportions from ancient times to the present. These diseases will tentatively include smallpox, plague, cholera, tuberculosis, syphilis, and AIDS, among others. It will provide students with the conceptual tools necessary for the study of diseases and epidemics in history, drawing from...
modern medical science and epidemiology, as well as from a broad range of historical sources.

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

Identical With: HIST222, SISP222, HIST222, SISP222, HIST222, SISP304, SISP304, HIST222, SISP222, HIST222, SISP222, HIST222, SISP304, HIST222, SISP222, HIST222, SISP304, HIST222, SISP222, HIST222, SISP304

Prereq: None

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

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL, HA-COL
Identical With: COL285, COL285, COL285, COL285

Prereq: None

HIST306 Freedom and Slavery in Early America
This course explores major themes in early American history through the lens of freedom and slavery (and the many shades in between). Topics include Native American slavery, enslaved Africans and Atlantic Creoles, the development of gender and racial hierarchies, popular protest, and the radicalism of the American Revolution. Course work and discussion will focus on the interpretation of primary source material (diaries, manifestos, petitions, paintings, newspaper articles, advertisements) and the frameworks offered by various historians.

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

Prereq: None

HIST307 The Economy of Nature and Nations
On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek 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, it explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the “economy of nature,” to the design of markets for carbon credits today.

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

Prereq: None

HIST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust
A historical and analytical overview of the Jewish presence in China from the silk road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CEAS308, CEAS308, EAST308, CEAS308, CEAS308, EAST308, CEAS308, CEAS308, EAST308

Prereq: None

HIST309 Black Political Thought
This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies.

How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, 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 itself. In the period during and after the American Revolution, with the creation of states and colonies in northern North America, people and
ideals of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies. For each of these areas of study, the seminar will examine a classical seminal work as well as outstanding recent ones that are on the frontiers of knowledge. Talks by a number of invited guest speakers will be a required part of the seminar.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CJST, SBS-CJST, SBS-RELI
Identical With: RELI396, CJST313, RELI396, CJST313, RELI396, CJST313, RELI396, CJST313, RELI396, CJST313, RELI396, CJST313, RELI396
Prereq: None

HIST314 Monstrous Organism
Through histories, novels, poems, film, and art, this course will investigate aspects of New York’s social, cultural, political, and economic history during the most formative periods (arguably) of modern America: The Gilded Age and the Progressive Era. It will also familiarized students with various historiographies of New York and the United States, including those focusing on class, immigration, gender, and race. Students will learn how these historical interpretations inform, influence, and contradict each other, expanding the breadth of historical understanding in the process.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST224, AMST224, AMST224, AMST224, AMST224, AMST224
Grading: A-F
Host

ENVS314 Microhistory and Macrohistory
Historians routinely employ shifting scales in making sense of the past: they zoom in, they zoom out. Peering through an impossible "microtelescope," historians focus on the particulars to discern local meaning and then invest those meanings with significance by setting them in a global context. To paraphrase Leopold von Ranke, historians take pleasure in the particular, but (or rather, because) they keep an eye on the universal. But recent decades have witnessed (arguably) a "scalar bifurcation" in history: Even as macrohistorical frames have gained wide appeal, whether as spatial ("world") or temporal ("deep")--or both ("global" and "big")--there has been a concurrent growth in microhistory. Not coincidentally, historians debate the precise meaning of these scalar refers. The question that animates the present seminar is whether the rise of micro- and macrohistorical narratives reflects a kind of "historiographical symbiosis." Do the two genres flourish together and even feed off one another? In exploring and (hopefully) answering this question, we will read theoretical reflections on macro- and microhistory, and we will sample key offerings in each genre. In the process, we will arrive at a sharper understanding of what, precisely, macro- and microhistory are, and we will discern the significance and value of shifting scales for the historian’s craft.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: CHUM341, CHUM341
Grading: A-F
Host

HIST316 Advanced Seminar in African History
This advanced seminar considers controversial issues in the history of Africa. The syllabus for the first half of the course will be set by the instructor after determining prospective students’ interests during the preregistration period. The readings in the second half will be set by the students in consultation with the professor. Topics might include Bantu speakers’ expansion into southern Africa, the assessment of oral traditions, the material basis of African empires,
alleged African origins of the slave trade, the origins of independent African churches, the experiences of women under colonialism, the roots of African poverty, Africans and their ecology, the demographic history of Africa, and the intellectual construction of Africa and of African culture.

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

HIST317 The Great Game
The "great power" rivalry for supremacy in Central Asia, fought mainly in Afghanistan and the surrounding regions (including what is now Pakistan) over two centuries and more: This seminar will examine the mixed history of European imperial projects in Central Asia during the long 19th century. We will also consider the social and religious implications for Afghanistan and adjacent regions; the geo-strategic background to the conflict, including "Timurid" dominance in Southern Asia; the "Great Game" dimensions of the Cold War, the War on Drugs, and the War on Terror; and the Great Game in literature, art, film, and popular culture.

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

HIST318 Postmodern Theory with a Historical Intent
This seminar will examine the possibility of employing recent advances in postmodern philosophy in the service of rigorous historical investigation. Can postmodern theory be used historically, or are these two terms antithetical? We will explore the origins of postmodernism and its various incarnations (in poststructuralism, postcolonialism, gender studies, and feminist theory) and then look to apply these methodologies in specific historical case studies.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-HIST, HA-HIST
Identical With: COL218, COL218, CHUM352
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, SBS-HIST, SBS-HIST
Identical With: GRST264, CJST319, GRST264, GRST264, CJST319, GRST264, GRST264, CJST319, GRST264

HIST320 Power and Resistance in Latin America
This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regime in Argentina, and the civil war era in Peru. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST
Identical With: LAST300
Prereq: None

HIST321 Media and Power in Latin America: From Quipus to Twitter
This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms like the Andean knotted quipu, scribal texts, 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 which 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, SBS-HIST
Identical With: LAST320, LAST320, LAST320, LAST320
Prereq: None

HIST322 Reason Against Itself
Medieval thought and invention, encapsulated in writing, reading, and material creation, stand at the beginning of most European developments. This course will expose students both to the variety and intensity of medieval thinking and the institutions of education and technology that the Middle Ages initiated and sustained. Among the topics to be discussed are the nature of medieval memory and literacy, the medieval university, and schools, but the focus will generally be on key texts and their contexts, preeminently their authors. Thus, we shall read Augustine, Abelard, Anselm, Aquinas, Hildegard, Catherine of Siena, and Christine de Pisan. Stress will be given to the social and power aspects of intellectual life.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: LAST322
Prereq: None
HIST323 Religion and History
The course will examine some ways that scholars have understood the role of religion in history. Readings will reflect a wide variety of theoretical, theological, and disciplinary perspectives.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: RELI298, RELI298, RELI298, RELI298
Prereq: None

HIST324 The Problem of Truth in Modern China
This seminar challenges students to wrestle with the old but ever-urgent problem of truth. In the past few decades, historians as well as the public at large moved away from a focused concern with this issue, assuming that varieties of discourse account for varying versions of reality. Now, in the wake of the momentous traumas and deceits of the 20th century, it may be possible to return to the question of truth with a new sense of urgency and clarity. Chinese culture and historians are part of this worldwide current of concern with veracity. The seminar will use voices from the Chinese past to sharpen and contextualize the question we ask about the role of truth seeking and the craft of history. Zhu Guanqian (1897-1987), for example, was a philosopher and survivor of the Cultural Revolution who wrote passionately about the importance of historical truth: Water flows and history moves on. History brings the present into the past. The past is never fully gone; just like fruits that grow from seed, the future is embedded in previous times. The present moment is significant because it includes both past and future. Confucius said that he did not regret dying in the evening, provided he had come to know the truth in the morning. The most important thing is to know the truth.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: CEAS324, CEAS324, EAST324, CEAS324, CEAS324, EAST324
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 political revolutions inspired intense cultural production among the Byzantines in Constantinople, the 'Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these "renaissances," we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return: specifically of Greek, Roman, and Persian imperial traditions. The course utilizes 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, HA-COL, HA-COL
Identical With: COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315, COL347, CHUM315
Prereq: None

HIST328 The Immigrant City in the United States, 1880-1924
The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines both the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. Paintings, photographs, architecture, and film will supplement written sources.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AMST328, FGSS328, AMST328, FGSS328, AMST328, FGSS328, AMST328, FGSS328, AMST328, FGSS328, AMST328, FGSS328
Prereq: None

HIST329 Race Discourse in the Americas
This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, it will examine the significance of race in several meaningful contexts, including the expropriation of Indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. As well, the phenomenon of race in the U.S. Civil Rights movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s will be analyzed. Rather than employing the liberal humanist emphasis on "race-relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as a organizing principle that institutes of our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: AFAM303, AFAM303, AFAM303, AFAM303, HIST302, AMST307, AFAM303, LAST301, AFAM303, AFAM303, AFAM303, HIST302, AMST307, AFAM303, LAST301, AFAM303, AFAM303, AFAM303, HIST302, AMST307, AFAM303, LAST301
Prereq: [AFAM202 or ENGL240 or AMST275] OR [AFAM203 or HIST241] OR [AFAM204 or HIST242 or AMST238]

HIST330 American Utopias in the 19th Century
This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, Mormons, transcendentalists, perfectionists, and feminists will be assessed. This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, Mormons, transcendentalists, perfectionists, and feminists will be assessed.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

HIST331 Perspectives on Mountaintop Removal: Origins, Techniques, and Impacts
This multidisciplinary seminar will examine mountaintop removal mining using several approaches. These include the historical, to examine its development...
from its origins to the present; geographic, to determine how it changes not just the topology but also networks of traffic and demography; technological, to understand the various technologies this mining practice utilizes; ecological, to explore the broader environmental impact it has locally, regionally, and even more broadly; public health, to determine the impact this practice has on the health of people both near and far from the mining sites themselves; economic, to establish both the benefits and the long-term costs; and literary and artistic, to utilize the creative works that focus on mountaintop removal mining and its consequence. As a final project, students will produce an essay or multimedia project that will become the core of a website that will also include photographs by the instructor. During the first six weeks of the semester, an integral part of the course will be movement workshops led by Eiko Otake, who, with Johnston, has previously co-instructed a course on the history of the atomic bomb. One goal of the movement workshop is to demonstrate how much of our learning process is as much physical as it is mental; another is to integrate course themes through nonverbal learning.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENVS, SBS-ENVS, SBS-ENVS
Identical With: ENV3331, SISP331, ENV3331, SISP331, ENV3331, SISP331, ENV3331, SISP331
Prereq: None

HIST332 Stalinism
This seminar examines the Stalin period in Soviet history, from the late 1920s to 1953. As one of the most brutal dictators of the twentieth century, Stalin has been at the center of historians’ attempts to make sense of the Soviet Union, socialism, and totalitarianism. This course will not only examine the biography and personality of Stalin as the ruler and shaper of the Soviet Union, but also explore the political, social, cultural, economic, and intellectual life of Soviet socialism, in order to gain a deeper understanding of the ways that people in the Soviet Union lived, worked, died, survived, fought in wars, and participated in the construction of a new civilization and way of life. The readings of this seminar will combine historians’ conflicting interpretations of Stalin and Stalinism with fiction, diaries, memoirs, music, and films from the period.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: REES332, REES332, REES332, HIST192, REES192, REES332, REES332, HIST192, REES192
Prereq: None

HIST333 Modernity and the Work of History
This course examines the origins and implications of historicism, the modern practice of the writing of history as that of recounting the actual past. We shall begin with an investigation of the late-Renaissance lay humanist revolution that made historical thinking possible with a shift from a purely theocentric interpretation of the social reality (where being was supernatural and timeless) to a secular (being within time) understanding of reality (if only partial). Related to this new narrative of history would be a representation of European society existing in a direct line of descent from Troy, what Richard Waswo has argued constitutes the “founding myth of Western civilization.” The course will examine the transformations of the Enlightenment in which our modern understanding of history would be born, central to which would be the concept of objectivity as its raison d’être. We shall also examine the transference of historicism to the U.S. context in the 19th century, which remained an indispensable element in the nation-building process. Moreover, in this respect, the role of the ideology of race will also be investigated to further elucidate the intellectual foundations of the historical enterprise.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: AFAM333, AFAM333
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, 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 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry such as demography, economics, geography, and ecology substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructure development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions among expertise and democracy, secrecy, and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

Offering: Host
Grading: OPT
HIST341 Daily Life in a Japanese City: Culture of Everyday Life in Tokguawa Japan
In the first half of the eighteenth century, the population of the Japanese capital, Edo, reached one million, including a number of single male laborers who migrated to the city for temporary employment, and samurai officials who were assigned positions in the Edo offices of their home domains. As a result, Edo became a capital of tastes, flavors, conflicts, and pleasures from all over Japan. What did early modern Japanese wear and eat? How did they spend their free time? Where did they go for occasional excursions? What did they find in others to confirm their social status and themselves as Japanese? We will examine various aspects of daily life in early modern Japan, especially Edo. In doing so, we will inquire into the meanings of day-to-day cultural expressions in Japanese consciousness in terms of religion, gender, social status, political power, and so on.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: CEAS266, CEAS266, CEAS266, CEAS266, CEAS266, CEAS266, CEAS266
Prereq: None

HIST342 The Rise of the Conservative Movement in the United States Since 1950
So inevitable, yet so unexpected," Alexis deTocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States, driving the second half of the 20th century, a powerful movement with worldwide significance that caught the shrewdest intellectuals by surprise. What is the nature of modern American conservatism? How and why did it emerge? How do latter-20th-century American conservatives compare to modern American liberals and to political conservatives in Europe? How have conservative ideas and organizations evolved over time? What are its social bases? What is its historical significance? These are among the questions considered in this seminar. Reading will be substantial.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST

HIST343 Law and Culture: The Elgin Marbles to Napster
This seminar introduces students to some of the rapidly evolving legal debates about art and cultural property--display, repatriation, theft, wartime destruction--as well as intellectual property: copyright, the Internet, and so on. How have museums, Interpol, and UNESCO navigated the murky (and often dangerous) waters of art and cultural property law? How have legal scholars, publishers, newspapers, authors, and media empires such as Google struggled to define the terms by which "information" reaches audiences? Readings will include case studies, legal theory, and a wide range of polemical treatises.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST344 Advanced Seminar in Latin American History
This upper-level seminar is designed to give students with previous coursework in Latin American studies or study abroad experience in Latin America the opportunity to pursue their interests at an advanced level by writing a research paper, which can satisfy the senior capstone requirement in either history or Latin American studies. Drawing on the original conceptualization of the colonial heritage of Latin America and moving through transformations in the field, we will analyze recent scholarship in such topics as environmental history, gender, medicine, popular culture, race, and redemocratization and historical memory.
Offering: Crosslisting
the transformation of the social question between 1850 and 1900 through pauperism before and during the 1848 Revolution. Most of the seminar analyzes the Old Regime, the Stein-Hardenberg reforms in Prussia, and the problem of course begins by investigating the poor relief and agricultural reform policies of the First World War. Drawing on a wealth of primary and secondary sources, the question, social research, and social policy from the late 18th century until the it arose and the unlikely set of forces that helped to shape it. This advanced of the welfare state owe much to the peculiar German context out of which a modern welfare state. While German welfare provisions later became models 1780-1914

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

Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. As part of the Center for the Humanities’ theme Justice and Judgment for this semester, these intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the U.S.), seem legitimate and just. Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM, SBS-CHUM, SBS-CHUM, SBS-CHUM
Identical With: CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342, CHUM342, AFAM342
Prereq: None

HIST347 The Social Question and the Rise of the Welfare State in Germany, 1780-1914
Germany was one of the first countries to define a “social question” and develop a modern welfare state. While German welfare provisions later became models for similar programs in most industrial countries, many enduring attributes of the welfare state owe much to the peculiar German context out of which it arose and the unlikely set of forces that helped to shape it. This advanced seminar explores this history by analyzing the development of the German social question, social research, and social policy from the late 18th century until the First World War. Drawing on a wealth of primary and secondary sources, the course begins by investigating the poor relief and agricultural reform policies of the Old Regime, the Stein-Hardenberg reforms in Prussia, and the problem of pauperism before and during the 1848 Revolution. Most of the seminar analyzes the transformation of the social question between 1850 and 1900 through rapid agricultural change, industrial growth, urbanization, and the rise of Social Democracy, exploring the impact of these processes on workers, the middle classes, public opinion, political parties, academics, and government officials. We will focus especially on the passage of Bismarck’s social insurance legislation in the 1880s, allowing a critical assessment of the conditions, opinions, and interests that enabled the creation of the first welfare state. Finally, we will assess the social question and welfare state as they are relevant to evaluating Germany’s “special path” of historical development in the 20th century by drawing the German welfare state into comparative perspective. Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: AMST345, FGSS349, AMST345, FGSS349, CHUM318, CHUM318, CHUM318, CHUM318
Prereq: None

HIST349 Intimate Histories: Topics in the History of Sex, Gender, and the Body
This upper-level seminar addresses the history of the body, as well as the regimes of power and normality that produce ideas of health, sexuality, and gender in time and space. It is intended to support students who wish to do interdisciplinary or historical research and writing in queer, trans, feminist, disability, and/or sexuality studies. Themes we will address include the role of formal and popular science in producing new identities, the political uses of gender and sexuality, methods of assigning gender and ability, the transformative power of pain, and the role of stigma in articulating similar bodies differently. Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: AMST345, FGSS349, AMST345, FGSS349, CHUM318, CHUM318, CHUM318, CHUM318
Prereq: None

HIST350 Modern Social Thought
This course is a study of the major European thinkers of the 19th and 20th centuries who made attempts to apply their theories as systematic forms toward explaining and understanding the historical process and the interrelationship of individuals, theorists, and literary figures of the period. Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

HIST353 The Communist Experience in the 20th Century
Twenty years 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
History

HIST354 Augustine's Confessions
This course will focus on Augustine's CONFESSIONS, which is not only one of the first autobiographies, it is also a strong religious statement, as well as a major philosophical work. This course will complement the other offerings in intellectual history by giving students a chance to work in great detail on one of the masterpieces of European thought before the Renaissance. This rigorous study of Augustine's CONFESSIONS will give students many insights--to give one example, an understanding of how academic work has evolved over the centuries.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST356 Interest and Pleasure: Toward a Theory of Political Audiences
What does it mean for a nonpolitician to be "interested" in political life? What is the nature of the satisfaction citizens get by keeping themselves informed about current events? Is the pleasure derived from following the news similar to or different from that of enjoying political fictions, such as Shakespeare's Julius Caesar or NBC's The West Wing? What do we citizens DO with the information we acquire through different media? Is our "interest" properly political (that is, practical), or is it aesthetic? Is it both, is it a mixture of the two, or is it some other, radically different, still unidentified, form of interest?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM
Identical With: CHUM356, CHUM356, CHUM356, CHUM356, CHUM356, CHUM356
Prereq: None

HIST357 Toward an Archaeology of the U.S. Prison System
This course examines a central institution in our (that is, Western) culturally-specific approach to dealing with social transgressions: the prison system. Using an archaeological approach that examines intellectual foundations, it attempts to ask how and why prisons developed as the central mode for adjudicating breaches of the social order. Beginning in the 19th century with the discovery of the asylum and the work of Italian criminologist Cesare Lombroso, this course seeks to interrogate the historical and cultural origins of what has more recently come to be known as the prison industrial complex.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM
Identical With: AFAM349, AMST349, AFAM349, AMST349
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 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, SBS-HIST
Prereq: None

HIST362 Issues in Contemporary Historiography
This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I will explore varieties of evidence and problems of interpretation; Part II will provide a close examination of a historical problem using primary sources; and Part III will consider methods of and models in the construction of historical explanation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

HIST366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era, and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: CSPL366, CSPL366, CSPL366, 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

HIST369 Writing About War
This course offers students the chance to read--and think--about war in various and often opposing ways, from the medical to the philosophical, the literary to the historical. Some of what we’ll be reading makes for very tough reading. At times, no doubt, the questions we ask of certain books will seem outrageous, irrelevant, disrespectful. Still, we should be prepared to ask some of those "big" questions, if only to keep us from succumbing totally to outrage and horror: How do people understand and write about war? Do women, men, and children share identical experiences, or has war affected each differently over time? What, if anything, do all wars share in common? What, if anything, do the "prosecutors"
of war share with war’s “victims”? Is there a difference between prosecutors and victims, combatants and noncombatants? Can you study early modern wars, such as the American Revolution, in the same way that you might study, say, World War I or Vietnam? In ranging widely across time and somewhat widely across space, the course readings should provoke at least as many questions as they do answers. Such a scattershot approach may seem unorthodox at best, perhaps moronic at worst. But there’s a point. Too often scholars isolate themselves from one another; they divide themselves into specialties (and subspecialties within subspecialties). And when they do, they become purveyors of a dangerous assumption: that nothing is consistent across time and space. We want to wrestle with that assumption and to grapple with how war transforms lives. Above all, we want to deepen our sense of human frailty and to expand our empathic powers, even as we train a discerning eye on the very sources that provoke in us the most distressing emotions.

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

HIST370 Disease and Health in Modern Asia
While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly on 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, SBS-HIST
Identical With: CEAS272, SISP370, CEAS272, SISP370, CEAS272, SISP370
Prereq: None

HIST371 Fascism
This course is a comparative analysis of European fascist movements and ideologies in the first half of the 20th century, with specific attention to Italy, Germany, Spain, and France. Materials for the seminar will include documentary sources, including films, interpretive studies, and biographies.

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

HIST372 North of America: Creating Canada in the Nineteenth Century
The American Revolution created two new nations: the United States and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native Nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country.

This seminar will introduce students to what happened North of America after the Revolution, specifically in the places that later became Canada. From politics to social life, rebellions against the government to conflicts with Native nations, labour unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the United States.

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

HIST374 Food Security: History of an Idea
The Food and Agricultural Organization of the United Nations has held that “food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.” This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of “food security” as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: SISP374, SISP374, SISP374, SISP374
Prereq: None

HIST375 The End of the Cold War, 1981-1991
In the late 1970s and early 1980s, the relative stability that prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and more fundamentally, since the East and West German governments were formed in 1949) broke down. By mid-1982, well-informed figures in both Washington and Moscow feared nuclear war. Hostility between the two governments only intensified over the succeeding months. Yet by mid-1988, the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this profound transformation occur? This seminar will concentrate on this question. It will call into question both the liberal and the conservative explanations for these developments that have reigned in the United States over the past two decades.

Students will read secondary works, memoirs of negotiators, and primary documents from both sides. In the concluding weeks, each student will do a research essay.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: REES375, REES375, REES375, REES375, REES375, REES375
Prereq: None

HIST376 The Holocaust
Is it possible to make sense of the horror that was the Holocaust? Can this history ever be normalized or analyzed impartially, and, if so, is such objectivity desirable, given the poignant moral claims of this history and its enmeshment with politics? This advanced seminar explores these and other questions in the ongoing challenge of coming to terms with National Socialism and the Holocaust. The course is intended for history majors and advanced students in related fields who already possess a good working knowledge of German, Jewish, and/or
European history. Rather than treating the Holocaust in isolation, this course will situate it within the history of Nazi Germany by making use of the latest interpretive tools and methods and an extensive collection of primary sources from this field to explore the unique set of problems Holocaust history poses and the means that historians have developed to address them. Most of the course will be devoted to the development of a research project that will culminate in a substantial research paper of 15-20 pages. The aims of the seminar are to impart a good grasp of the main outlines of the Holocaust, develop and refine the skills of historical research, and cultivate a critical awareness of the possibilities and limits of history as a tool of analysis.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-HIST, SBS-HIST  
Prereq: HIST203

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, SBS-HIST  
Identical With: FRST297, FRST377, FRST377  
Prereq: None

HIST378 Science and Technology Policy  
Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-HIST, SBS-HIST  
Identical With: SISP378, AMST370, SISP378, SISP378  
Prereq: None

HIST379 Making History: Practices and Theory  
This research seminar will examine historiography as a practice, an art, and, finally, as an object of theoretical reflection. It hopes to reveal history writing's own history to reveal the values, moral aesthetic, and politics that have dominated the desire of people around the world to commemorate events, repeat them, and consciously build the present out of renewed confrontation or celebration of their pasts. It will consider the relationship of social status and virtues. It will analyze the power of history to articulate political and moral options. Throughout the course we will focus on the rhetorical means by which historians present their views, the philosophical premises that undergird them, and the passions and interests that might have motivated them. This will require due attention to both the context and the text's production and to reading, and to the text's words themselves.

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

HIST381 Japan and the Atomic Bomb  
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. This is an extremely demanding course.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST  
Identical With: SISP381, CEAS384, DANC381, ENVS381, SISP381, CEAS384, DANC381, SIP381, CEAS384, DANC381, CEAS384, DANC381, SIP381, CEAS384, DANC381, SIP381, CEAS384, DANC381  
Prereq: None

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

Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: HA-CHUM  
Identical With: CHUM307, 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, ethical relativity, free will, and determination.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST385 Romanticism and Political Fiction
To assess the problems and concepts that, taken together, are considered to demarcate Romanticism, this seminar will focus on a small number of novels from before, during, and after the traditional Romantic period. This course will test the premise that the theory of this time often lagged behind the literature in terms of the development of abstract political and economic ideas. In addition, the particular texts for consideration in this class, from six countries and five languages, offer intriguing test cases of the frustrations and rewards of studying texts and translations.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST386 History of Science and Technology in Modern China
Science, technology, and medicine played an integral role in the China’s transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of science, technology, and medicine. 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, SBS-HIST
Identical With: SISP285, CEAS222, SISP285, CEAS222, SISP285, CEAS222, 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, SBS-HIST
Identical With: SISP387, ENVS387, SISP387, SISP387, ENVS387, SISP387
Prereq: None

HIST388 Italy and Spain Since 1896
This seminar is devoted to a comparative analysis of aspects of Italian and Spanish history since 1896, date of Italian colonial disaster, and 1898, date of Spain’s loss of empire. Consideration will be given to economic underdevelopment; the persistence of regionalisms; the role of the Catholic Church; the weakness and collapse of liberal political systems; the emergence of fascism, socialism, communism, and anarchism; the regimes of Mussolini and Franco; and the construction and development of democracy in both countries. Emphasis will be devoted to the fascist regime in Italy and to the Civil War and Franco regime in Spain. Seminar materials will include interpretive works, memoirs, documents, films, and contemporary accounts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST389 Models of Imperialism and Globalization
This course investigates the ways in which scholars have attempted to construct thematic understandings of world history, with particular emphasis on accounts of Western imperialism and Western domination of the non-West. The course will focus first on Marxist writers and their critics but will move on to consider views of neoconservatives, liberals, world historians, postmodernists, postcolonialists, and globalization theorists.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

HIST391 The Spanish Empire in the Early Global Age: 15th-17th Centuries
“The world is not enough!”—with these words Philip II, king of Spain, expressed his idea of the first truly global empire: his own. Spain’s imperial ambition had no limits: Philip II’s monarchy was to encompass the planet and beyond, spearheading the conquest of Heaven itself. In fulfillment of what he saw as God’s will, the Spanish monarch’s messianic imperial vision sought to bring Christianity to the most distant confines of the earth, effectively extending his rule over lands scattered in four continents, from Spain to China. The Spanish Empire appears to us medieval in its ideas about religion, law, and government and, at the same time, as a forerunner of modernity, giving rise to phenomena such as scientific exploration, cultural globalization, world capitalism, biologic and cultural crossbreeding, all in an unprecedented scale. This course will consider the Spanish imperial experience as a global history. Through art, literature, political writings, and memoirs, we will learn about its political practices, the everyday life of its subjects and rulers, and the ways in which they made sense of the world.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-COL, SBS-COL
Identical With: COL391, COL391, IBST272
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
HIST396 Mapping Metropolis: The Urban Novel as Artifact
Taking as its starting point an obscure detective novel published in 1874 subtitled A TALE OF HARTFORD AND NEW YORK, this seminar will explore the many facets of urban culture in Gilded Age America. With a primary focus on New York City, students will reconstruct the social, commercial, institutional, and intellectual worlds that constituted the nation's metropolis in the aftermath of the Civil War. Clues in the novel suggest ways of mapping class, gender, and race in the city's social geography. The novel comments perceptively and acerbically on manners, mores, religion, politics, and publishing in the Gilded Age. Institutional structures to be investigated include fashionable churches, department stores, charity nurseries for working mothers, jails, and police courts. Kleptomania, epilepsy, and alcoholism figure prominently in the narrative. Popular entertainment in bourgeois parlors, saloons, and gaming halls enlivens the text. The novel also charts the beginnings of the colonial revival movement with its emphasis on historic preservation. The class will collectively construct an archive of primary sources that reveal the understandings of city life that prevailed among the novel's original audience. The seminar offers students the opportunity to pursue original research as principal investigators on key topics in urban cultural history.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: AMST386, AMST386
Prereq: None

HIST395 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. 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, ENVS399, SISP399
Prereq: None

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

HIST402 Individual Tutorial, Undergraduate
Topics 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 Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F
HIST408 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
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
Offering: Host
Grading: OPT

HIST419 Student Forum
Offering: Host
Grading: Cr/U

HIST420 Student Forum
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
Offering: Host
Grading: OPT

HIST466 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

HIST467 Independent Study, Undergraduate
Offering: Host
Grading: OPT
Credits: 2.00
Gen Ed Area: None
Prereq: None

HIST469 Education in the Field, Undergraduate
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

HIST491 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT

HIST496 Research Apprentice, Undergraduate
Offering: Host
Grading: Cr/U