

# HISTORY

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## 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 to tell a good story.

## FACULTY

### Paul H. 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

### Courtney Fullilove

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  
Ezra and Cecile Zilkha Professor in the College of Social Studies; Professor of History; Tutor, College of Social Studies; 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

John E. Andrus Professor of History; Professor of History; Chair, History; Professor, Environmental Studies; Professor, Science in Society; Professor, East Asian Studies

### Ethan Kleinberg

BA, University of California, Berkeley; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Class of 1958 Distinguished Professor; Professor of Letters; Professor of History; Editor-in-Chief, History and Theory

### Jeffers Lennox

BA, University of Toronto; MA, Dalhousie University; PHD, Dalhousie University  
Associate Professor of History

### Valeria López Fadul

BA, Yale University; MA, Princeton University; PHD, Princeton University  
Assistant Professor of History; Assistant Professor, Latin American Studies

### Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews  
Professor of History; Tutor, College of Social Studies; Professor, Medieval Studies

### Kristin Oberiano

BA, Occidental College; MA, Harvard University; PHD, Harvard University  
Assistant Professor of History

### William R. Pinch

BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia  
Professor of History; Co-Chair, Global South Asian Studies; Associate Editor, History and Theory; Professor, Environmental Studies; Professor, Global South Asian Studies

### Gary Shaw

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

### Joseph P. Slaughter

BS, U.S. Naval Academy; MA, University of Maryland College Park; MA, U.S. Naval War College; PHD, University of Maryland College Park  
Assistant Professor of History; Associate Director, Center for the Study of Guns and Society; Assistant Professor, Religion

### Victoria Smolkin

BA, Sarah Lawrence College; PHD, University of California, Berkeley  
Associate Professor of History; Associate 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  
Associate Professor of History; Associate Professor, East Asian Studies; Associate Professor, Science in Society

### Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University  
Professor of History; Director, Center for the Study of Guns and Society; Professor, Environmental Studies; Tutor, College of Social Studies; affiliated faculty

### Laura Ann Twagira

BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University

Associate Professor of History; Tutor, College of Social Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science in Society

## AFFILIATED FACULTY

### **Kaisha Esty**

BA, University of Nottingham; MA, University of Nottingham; PHD, Rutgers, The State University of New Jersey  
Assistant Professor of African American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies; Assistant Professor, History

### **Roberto Saba**

BA, University of São Paulo; MA, University of São Paulo; PHD, University of Pennsylvania  
Assistant Professor of American Studies; Assistant Professor, History

### **Daniel Steinmetz-Jenkins**

BA, Concordia College Or; MA, Reed College; PHD, Columbia University  
Assistant Professor in the College of Social Studies; Assistant Professor, History

### **Jesse Wayne Torgerson**

BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Associate Professor of Letters; Chair, College of Letters; Associate Professor, Medieval Studies; Associate Professor, History

## VISITING FACULTY

### **Alexander Brakel**

Visiting Scholar in History; Visiting Assistant Professor in Liberal Studies

### **Marianna Hovhannisyán**

MA, Goldsmith, University of London; PHD, UC- San Diego  
Andrew W. Mellon Postdoctoral Fellow in Digital and Visual Storytelling; Mellon Postdoctoral Fellow in Digital and Visual Storytelling

### **Hasan Karatas**

BA, Bogazici University; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Visiting Assistant Professor of History

### **Jeffrey Owen Lamson**

BA, Colby College; MA, Northeastern University; MS, University of Pennsylvania  
Visiting Instructor of History

### **Kevin Vrevich**

BA, University of Wisconsin at Madison; MA, SUNY at Binghamton University; PHD, Ohio State University  
Visiting Assistant Professor of History

### **Charles August Weisenberger**

CAS, University of Massachusetts Amherst; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Mellon Postdoctoral Fellow in Public History

## EMERITI

### **Judith C. Brown**

BA, University of California, Berkeley; MA, University of California, Berkeley; PHD, Johns Hopkins University

Professor of History, Emerita

### **Richard H. Elphick**

BA, University of Toronto; MA, University of California, Los Angeles; PHD, Yale University  
Professor of History, Emeritus; Professor of History, Emeritus

### **C. Stewart Gillmor**

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

### **Bruce A. Masters**

BS, Georgetown University; MAA, Wesleyan University; PHD, University of Chicago  
John E. Andrus Professor of History, Emeritus

### **Laurie Nussdorfer**

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

### **Philip Pomper**

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

### **Ronald Schatz**

BA, University of Wisconsin at Madison; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pittsburgh  
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

## DEPARTMENTAL ADVISING EXPERTS

For Fall 2020, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Laura Ann Twagira, and Cecilia Miller.

For Spring 2021, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Cecilia Miller, and Nathanael Greene.

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

### **HIST101F History and the Humanities (FYS)**

This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the

crucial role of history and the humanities as a component in general education. Students may take HIST101F without having to take HIST102F.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

#### **HIST102F History and the Humanities II (FYS)**

This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history.

The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST102F without having taken HIST101F.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

#### **HIST103F From Protest to Revolution: A Middle Eastern History (FYS)**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST104F Islam and Empire Through Fiction (FYS)**

This first-year seminar will cover the three different empires of the Early Modern era (c. 1500-1800), encompassing much of the Muslim world: the Ottoman Empire in the core of the Middle East, Safavid Empire in Persia and beyond, and Mughal Empire in South Asia. Our aim is to analyze both common and divergent patterns and structures of imperial rule as well as shared imperial legacies and cultural resources. In addition to lectures and secondary background readings, students read and discuss fictional works, with a view to exploring "Islamic civilization" through literary voices of acclaimed authors. Reading fiction is to help us through the fragmentary nature of the sources used to reconstruct the major debates that surround the emergence and formation of Islamic empires in the Early Modern period. Questions of fictional narration, historical memory, and revisionist history will also be discussed.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST106F Black Reconstruction: The Origins of America's Racial Divide (FYS)**

Voter intimidation, racial violence, an impeached president, an embattled Congress, threats of a civil war, and emboldened domestic terrorists are not a new phenomenon in American history. All have their roots in America's most violent, revolutionary, and contested era: Reconstruction. Beginning after the Civil War, Radical Republicans inside and outside Congress worked with free Black allies to found an American nation that lived up to its ideals. White domestic terrorists, backed by an increasingly recalcitrant Democratic Party, violently opposed the increased political power and civil rights of African Americans. In this first-year seminar, we will examine the contours of that contest, the world that it created, and the lasting influence of America's unfinished revolution.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST107F Life of the Modern Fact (FYS)**

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 course explores the tools and techniques that people have used to craft facts in varied domains of applied science, such as agriculture, climate modeling, epidemiology, and pharmaceutical production. The course also examines how broader social structures, such as law and community, helped produce facts as people shared, defended, and used them. We consider examples from the 17th century through the present day, including practices of nature study, classification, quantification, and experiment.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST109F With Bold Knife and Fork: An Introduction to Food History (FYS)**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST110F Been in the Storm So Long: Grassroots Movements and the Black Freedom Struggle (FYS)**

Most civil rights narratives focus on Martin Luther King, Jr. and other prominent leaders of the civil rights movements. This course seeks to shift that narrative to young activists working on the ground in the struggle for Black freedom. These college students used grassroots organizing tactics, embedding themselves in local Black communities, to drive local politics and draw attention to larger systemic issues. We will look specifically at the work of the Student Nonviolent

Coordinating Committee (SNCC), led by John Lewis and Stokely Carmichael, as they moved from the shock troops of the Southern freedom struggle to Black Power.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST111F Protest to Revolutions (FYS)**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST116 Environmental History: Telling Stories in Place**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST117 Chinese Cities**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS269**

Prereq: **None**

#### **HIST118F History of U.S Social Movements (FYS)**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST123F Cinema India: South Asia's Past on Film (FYS)**

This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory--especially in the context of the competing trajectories of nationalism, postcolonialism, and globalization. A central concern will be the historiographical challenges and opportunities of film. We will pay particular attention to Hindi cinema, including films produced by the Bombay/Mumbai ("Bollywood") film industry since the 1950s, though we will also consider the rise of "parallel" cinema. Feature films will range from classics like "Mughal-e Azam" (1960) and "Umrao Jaan" (1981), to lesser known works like "Shatranj ke Khiladi" (1977), "Mirch Masala" (1987), and "Hazaaron Khwahishen Aisi" (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as "Lagaan" (2001), "Rang de Basanti" (2005), and "Jodhaa Akbar" (2008), comparing them to the ambivalent domestic and diaspora response to period dramas like "Dil Se" (1998), "Mangal Pandey" (2005) and "Laal Kaptaan" (2019).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST129 Philosophy and the Movies: The Past on Film**

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM360, PHIL160**

Prereq: **None**

#### **HIST130F North American Borderlands (FYS)**

North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material - with subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize

borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST132 History of Energy**

From fire to fossil fuels, humans are characterized by their ability to use more energy than other species. By capturing and releasing reservoirs of energy stored over the course of Earth's history, humans have increased their resource base, expanded global population, and modified the environments on which they have relied for subsistence.

This course introduces students to themes in the history of energy transitions, from photosynthesis to fire to the exploitation of fossil fuels beginning in the 19th and 20th centuries. By taking up the use of pre-industrial fuels, animal muscle, water, and wind, in addition to coal, oil, and gas, we will consider the ways humans have come to rely on cheap and abundant energy. In a broad survey of energy regimes, we will probe the effects of production and consumption of energy on politics, environment, economy, and society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST135 American Food**

This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS135**

Prereq: **None**

### **HIST140 Virtue and Vice in History, Literature, and Philosophy**

Examines the long, complex and sometimes contradictory associations of virtue with piety, salvation, righteousness, intensity, strength, and, more recently with vulnerability and suffering. Beginning with Confucius and Aristotle, and winding our way through Christianity, humanism, postmodernism until the present, we will explore the ethics, power, and politics of the ideas of virtue and vice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, CHUM228, PHIL112**

Prereq: **None**

### **HIST141 Theories and Models**

This class will focus on how theories and models are designed and regarded across the university curriculum--in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology

and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST143F Jesus Chicken: Business and Religion in America (FYS)**

Summary: Although many Americans are aware of the religious identity of the fast-food chain Chick-fil-A (earning it the moniker of "Jesus Chicken" in some communities), there is nothing new about businesses that project a religious ethos. This First Year Seminar explores the blurry boundary between business and religion in America, examining the ways in which businesses use religion and the ways in which religious entities often function as businesses. Although this course primarily focuses on the Christian tradition, it will also examine the ways in which other religious communities (such as Jewish and Buddhist) approach the marketplace. Chronologically, the course spans the 17th to 21st centuries, paying special attention to the emergence of the market economy in the U. S. from 1800-1850 and the growth of consumer culture in the second half of the 20th century. This course will provide students with an introduction to historical methods and the critical study of religion, while focusing on developing collegiate-level reading, writing, and critical thinking skills that will form a foundation for any major at Wesleyan.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI174**

Prereq: **None**

### **HIST151 Introduction to History: The "Russian World" Past and Present**

The "Russian World" has become a central--though deeply ambiguous and contested--theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the "Russian World" have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST154 Introduction to History: Twelve Medieval People**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST155 Cold War Environmental History**

War remakes the natural world to support organized violence. Pervasive militarism renders its transformations permanent. In the context of the Cold War, the United States and the Soviet Union pursued competitive testing of nuclear weapons; engaged in proxy wars with devastating local effects; and embarked on extensive modernization projects in agriculture and public works. In many such projects, political antagonism masked commonality and collaboration in science and technology. In this course, we reckon with the persistent environmental effects of militarism by pursuing a global history removed from the ideological projections of its actors.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST156 Intro to History: Protest and Revolution in the Middle East: A Middle Eastern History**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST156F Introduction to History: The Ottoman World (FYS)**

This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it

has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST160 Intro to History: U.S. in the World Since 1776**

Transcending the nation-state framework, this course foregrounds transnational and international frameworks to explore the United States' role in the world since 1776. We will explore the rise of the United States' vast settler colonial empire in North America, its vast overseas empire in the Pacific and Atlantic Oceans, and the role of the United States in international and global affairs in the 19th and 20th centuries. We will look both at the policies created by U.S. presidents, diplomats, and military leaders, as well as the experiences of Black, Indigenous, People of Color, and colonized peoples of the Global South who have been affected by the U.S. presence in the world. We will also underscore the importance of international organizations, non-state actors, and non-governmental organizations, such as the United Nations and the American Red Cross, that have shaped international society over the 20th century. Throughout the course, we will explore the themes of race and ethnicity, imperialism and colonialism, migration and immigration, nationalism and internationalism, self-determination and decolonization, militarism and development, and diplomacy and foreign policy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST165 Introduction to History: Slavery and Abolition in the Atlantic World**

Racial slavery was inextricably tied to the rise of both colonialism in the "New World" and global capitalism. It fueled a complete reorientation of world economic and political systems with consequences still evident today. Yet people on both sides of the Atlantic--Black and white--challenged the idea of racial slavery and its entrenched interests. The abolitionists succeeded in emancipating millions, but did not fully achieve their goals for human rights. In this course, we will examine the rise and fall of slavery in the Western Hemisphere, with particular attention paid to the North American mainland and Caribbean.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST167 Introduction to History: Yoga: A Global History**

Yoga as a philosophical, religious, and ascetic discipline has informed the thinking of major world-historical figures as wide ranging as Siddhartha Gautama ("Buddha" or "wise one"), the Mughal emperor Jalaluddin Muhammad ("Akbar" or "the great"), Mohandas K. Gandhi ("Mahatma" or "great soul"), and Apple Inc.-founder Steve Jobs. Though yoga is usually embraced as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and appreciation for the philosophical and psycho-somatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped

by yoga (and prominent yogis and yoginis)--in the Indian subcontinent and beyond.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST170 Introduction to History: American Material Culture**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST171Z Introduction to History: History of U.S. Social Movements**

Online course: Monday through Friday 2-4pm with additional asynchronous lectures. This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. Students will be exposed to primary sources as well as selected secondary sources in the field. Given the winter sessions focus we will focus on 10 different U.S. social movements, with the first half of class devoted to the outline and history of each movement in a lecture format, and the second half based on a discussion of how the movement builds on and relates to other social movements and broader U.S. history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GRST272**

Prereq: **None**

#### **HIST173 Intro to History: Heretics on Trial: The Holy Inquisition and Its Enemies**

The Inquisition was among the most feared institutions of the early modern West. In its efforts to impose religious orthodoxy, it persecuted minorities, prohibited behaviors it deemed heretical--like magic and unbelief--and censored intellectual inquiry. Yet despite its resoluteness, the ability of the Catholic Church to impose control varied widely across time and place and was often met with equally firm resistance. This introductory course examines how the Catholic Inquisition functioned, from its origins in the medieval period to its final demise in the nineteenth century, paying particular attention to geographic and temporal specificities. From Cartagena de Indias to Lima, Goa, Rome, and Toledo, inquisitorial tribunals spanned a significant portion of the Atlantic world. The records produced by its scribes are some of the richest sources of the social, cultural, religious, and economic history of the era, yet they are also some of the most challenging to deal with, both epistemologically and morally. Historians have relied on Inquisition archives to reconstruct the lives of individuals and communities who left no other written records, all the while seeking to acknowledge that the records were produced under duress by officials who suspected the accused of the terrible crime of heresy. Through a wide range of primary sources like trial transcriptions, Inquisition "autobiographies," written confessions, censored books, and literary sources, students will both survey the lives of people who faced the Inquisition's scrutiny, while considering the role of violence, persecution, and resistance in the creation of the very records that allow for historical reconstruction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST126**

Prereq: **None**

#### **HIST174 Introduction to History: European Reformations**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST176 Introduction to History: Science in the Making: Thinking Historically About Science**

This course introduces students to a range of perspectives--drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others--on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP276**

Prereq: **None**

#### **HIST177 Introduction to History: Yoga: A Global History**

Yoga as a philosophical, religious, and ascetic discipline has informed the thinking of major world-historical figures as wide ranging as Siddhartha Gautama ("Buddha" or "wise one"); the Mughal emperor, Jalaluddin Muhammad ("Akbar" or "the great"); Mohandas K. Gandhi ("Mahatma" or "great soul"); and Apple Inc. founder, Steve Jobs. Though yoga is usually embraced as a timeless set of disciplines that inculcate spiritual and physical well-being, it has experienced dramatic change over the millennia. The aim of this course is to introduce students to the rich global history of yoga, to foster an understanding of and

appreciation for the philosophical and psychosomatic dimensions of yoga, as well as the political and cultural transformations that shaped and were shaped by yoga (and prominent yogis and yoginis)--in the Indian subcontinent and beyond.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GSAS177**

Prereq: **None**

#### **HIST179 Intro to History: Biodiversity and its Histories**

Biodiversity loss may portend the next mass extinction, but what is biodiversity? Euro-American concepts of biodiversity have become a category of policy and politics at local, regional, national, and international levels. This course will track the development of these concepts from the 18th century to the present, paying special attention to the growth of natural history collections to document taxonomy, evolution, biogeography and ecology of species. How does the idea of living variation in genes, traits, species, and ecosystems relate to human and non-human beings?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS224**

Prereq: **None**

#### **HIST180 Introduction to Japanese History: A Manga Artist's Life in 20th-Century Japan**

This course uses the four-volume autobiographical manga of Mizuki Shigeru (1922-2015) entitled "Showa: A History of Japan" both to survey most of 20th-century Japanese history and to introduce some basic concepts and methods of historical inquiry. Mizuki is most famous for manga that depict supernatural figures--yokai--based on Japanese folk tales. One, "GeGeGe no Kitaro," became a wildly popular animated series (check it out on YouTube). We will use that four-volume series, together with various primary sources and other materials, to track the trajectory of 20th-century Japan from democracy to militarism back to democracy again in the lives of ordinary Japanese people.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS185**

Prereq: **None**

#### **HIST181 Introduction to History: Middle East and North Africa in Global Perspective**

This course will introduce students to the history and cultures of the Middle East and North Africa with special attention to the formation of socio-political systems, artistic expressions, and religious ideas in connection with global developments and local responses. The organizing theme of the course is "Contact and Change," which will afford an opportunity to examine two of the principle challenges facing historians: accounting for change and understanding people and societies separated from us by space and time.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST186 The Raj: India and Britain (Introduction to History)**

This course examines the linked history of India and Britain from the 18th to the 20th century. The focus will be on the rise and demise of the British Empire in South Asia, commonly referred to as "the Raj," and how the experience shaped what it meant to be both Indian and British. Along the way we will learn how

merchants from a remote island nation in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of social protest and political belonging.

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GSAS186**

Prereq: **None**

#### **HIST188 Introduction to History: Revolutionary Women**

"I do not think the war would have been won without the women.... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS188**

Prereq: **None**

#### **HIST189 Introduction to History: History of the Present**

In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL189**

Prereq: **None**

#### **HIST190 Introduction to History: Environment**

Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental

problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

The course is divided into two parts: "Environmental Concepts," and "Case Studies." In Spring 2022, the case studies will be devoted to biodiversity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS237, SISP190**

Prereq: **None**

#### **HIST191 Introduction to History: Pacific Worlds**

This introductory course explores the Pacific Ocean as a region of historical inquiry. With a strong viewpoint from the Pacific Islands, this course interrogates long held notions of the Pacific as a vast empty space, emphasizes the Indigenous Pacific, charts the rise of imperial powers, and follows the paths of Indigenous peoples, labor migrants, merchants, scientists, militaries, and tourists, among other historical actors. This course will cover the topics of race and indigeneity, gender and sexuality, militarism and tourism, and the environment, as well as colonialism, imperialism, and decolonization. Taking an expansive definition of historical text to account for the ways Indigenous peoples and migrants understand history, this course will include poetry, song, fiction, film, art, objects, and oral and living histories, and will explore varied methods and frameworks in the discipline of history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST192 Introduction to History: U.S. Political History, 1789-Present**

The election of Donald Trump to the presidency in 2016 has sparked a widespread reckoning--both inside and outside of universities--with the dismal state of American understandings of our political past. Despite handwringing to the contrary, polarized partisanship, voter suppression, and policy stagnation are not new phenomena. This course examines the elections and elected officials, policy and policy making, and parties and party politics that shaped American history from the founding to the present. The course will chart the ways that elites have structured the relationship of American citizens to the state and explore what might come next. This course is the "top-down" companion of the "bottom-up" political history covered in HIST171: Introduction to History: History of U.S. Social Movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST200 Histories of Ukraine**

Over the course of its history, Ukraine has been a site of multiple political projects and diverse historical experiences. As a concept that encompasses a specific territory, it has also been a space where multiple communities--Ukrainians, Russians, Jews, and Poles--have histories. This course will look at how these histories have been shaped by and alongside one another, and the kind of political programs, obstacles, and possibilities that have emerged through these encounters. It will ask why Ukraine and its history have been the subject of so much confusion and controversy, and examine the concepts (nation, state, people, culture) that transform a space into a place, a land into a home.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES200**

Prereq: **None**

#### **HIST201 Medieval Europe**

This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity, its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the modern world, including the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **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 conflicts and highlights key intellectual, cultural, and economic developments: the Renaissance, the Protestant Reformation and Catholic Reformation, the English civil war, absolutism, enlightened despotism, the rise of capitalism and plantation slavery, the scientific revolution, the Enlightenment, and the French Revolution. Representing one of the required modules for the history major, this course also provides essential historical grounding for any student interested in study abroad and in modern culture and politics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST203 Modern Europe**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L203**

Prereq: **None**

#### **HIST204 Greek History**

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

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS**

Identical With: **CLST231**

Prereq: **None**

#### **HIST205 Roman History**

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

This course will fall under the History/Social Justice track.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS**

Identical With: **CLST232, ARCP232**

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**

Prereq: **None**

#### **HIST207 Japan Since 1868: Society and Culture in Modern Japanese History**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS265**

Prereq: **None**

#### **HIST208 Digital and Visual Storytelling**

During this seminar, we will develop a digital group project that addresses the question of remembering and denying pasts through the historical and critical relationship between carcerality, race, and storytelling in Connecticut. By engaging with contemporary forms of digital and visual storytelling (ArcGIS StoryMaps), this group project will work with the modalities of archival studies and digital humanities, accompanied by readings in critical race studies, visual and literary theory, and decolonial theory. We will first explore "remembering the past" through two post-Civil War Connecticut landmarks: The Church of the

Good Shepherd (1867-69), dedicated to Samuel Colt, and the Mark Twain House (1874), now a museum. Both architectures exist as pivotal markers for a new modern American narrative intertwined with legacies of slavery, manufacturing, firearms, and storytelling. We will then consider how to make visible denied "pasts" by conducting archival research on the formative period of the 1860s and 1870s and in respect of the Connecticut context. Centrally, valuable insights for the project development will be provided by the in-class meetings with scholars, artists, and archivists, whose work rethinks and challenges the bond between carcerality, race, and storytelling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM209, AMST277**

Prereq: **None**

### **HIST209 Reenacting Justice: Guns in America**

This seminar, developed in collaboration with visiting guest instructor Glenn LaVertu (Parsons), combines readings, discussion, archival research, storyboarding, project-based learning, legal analysis, and filmmaking in presenting new takes on an old genre: Westerns. We will read and watch Westerns alongside study of the development of the American legal system, considering the aesthetics of justice, narrative, and guns. Students will work on film and theater projects related to the manufacturing, use, and mythologization of "Old West" in popular culture, television, and film. Film projects will be screened and discussed at the Center for the Study of Guns and Society's annual undergraduate conference on Thursday, April 25, and Friday April 26, 2024, and at the presentation of "Stories of Carceral Connecticut," a celebration of student projects for the Mellon Foundation project, "Carceral Connecticut," on Friday, May 3, 2024. (Both events are required). The course will consider the aesthetics of storytelling, guns, and justice, as well as be a lab for creating and narrating new stories. Engaging with contemporary debates about Westerns as manifestations of American gun culture, the purpose of the project is to draw parallels between the way in which gun violence is portrayed in film, particularly period, Western movies, and the realities of gun violence today. The final project is an opportunity to expose multiple points of view regarding gun violence and justice and their socio-political effects, and to write and develop new scripts, storyboards, and film scenes, as well as study old ones.

#### Assignments and Grading System:

Grading is based on weekly assignments and participation, an in-class midterm on the readings, and a final project.

#### Requirements:

- Class Participation (20%): Regular attendance, submission of weekly 1-2 pg written critical reflections on assigned topics (e.g. a primary source, an advertisement or magazine article, a report about a field trip or movie, etc. ) Participation in the April 25 evening student mini-film festival and April 26 all-day undergraduate research conference is required.

- Midterm (40%): In-class midterm on the readings and discussions (in class; Thursday before break).

- Final project (40%): (20% for the project; 10% on the written artist's statement; 10% for the presentation at the April 25 mini-film festival night and April 26 panel).

#### Required Texts

(Available for purchase at the bookstore, and available for free reading on Olin e-reserve through the Course Moodle).

- \*Joyce, Justin A. *Gunslinging Justice: The American Culture of Gun Violence in Westerns and the Law* (Manchester Univ. Press 2018).

- Densley, James ed. *The Conversation on Guns* (JHU Press, 2023).

- Light, Caroline E. *Stand Your Ground: A History of America's Love Affair with Lethal Self-Defense* (Beacon Press 2017).

- McKeivitt, Andrew C. *Gun Country: Gun Capitalism, Culture & Control in Cold War America* (Univ of North Carolina, Chapel Hill, 2023).

Additional writings (e-reserve at Olin Library and on Moodle) are by Kelly I. Aliano, *The Performance of Video Games: Enacting Identity, History and Culture through Play* (2022); Vanessa Agnew et al, *Handbook of Reenactment Studies: Key Terms* (2023); and Priya Satia; Roxanne Dunbar-Ortiz; Richard Slotkin; Gillian Rose; Carol Anderson, Jennifer Carlson, Terrence H. Witkowski, Lindsay Livingston, Peter Boag, Joan Burbick, Jelani Cobb, and more.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST293, SISP209**

Prereq: **None**

### **HIST210 Saints, Dervishes and the Society in the Islamic World**

This course will introduce students to the history, culture, and basic tenets of Islamic Mysticism from its beginnings till the modern period. In addition to major concepts, institutions, and textual tradition of Sufism, the course will focus on the social and historical condition that gave rise to them. Chronological order will be followed when treating the evolution of Sufism from the origins of Sufism with extraordinary ascetics in 8th century to full-fledged Sufi institutions today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST210Z Saints, Dervishes, and the Society in the Islamic World**

This course will introduce students to the history, culture, and basic tenets of Islamic Mysticism from its beginnings till the modern period. In addition to major concepts, institutions and textual tradition of Sufism, the course will focus on the social and historical condition that gave rise to them. Chronological order will be followed when treating the evolution of Sufism from the origins of Sufism with extraordinary ascetics in 8th century to full-fledged Sufi institutions today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST211 U.S. Labor History**

How does the history of labor in the United States of America compare to that of other highly industrialized nations? For example, how did the system of slavery shape industrialization in the United States? Why were the socialist and communist movements much weaker in the U.S. than in Germany, France, and Italy, and why was there no major labor party in the U.S. as there was in England and Australia? Why have American workers been extraordinarily militant in job actions compared to their counterparts elsewhere? How have the religious convictions of the American people affected industrial relations? And why do Americans flinch at the word "class?" It is not a problem for the English, French, or Germans--what explains the difference?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST212 Modern Africa**

What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent.

During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM212**

Prereq: **None**

**HIST213 History and the Turn to the Present**

This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CSS**

Prereq: **None**

**HIST213F History and the Turn to the Present (FYS)**

This course attempts to make sense of contemporary politics, economics, and society through an historical examination of the present. It will discuss contemporary topics such as neoliberalism, nationalism, COVID-19, critical race theory, the forever war, the New Cold War, etc. It will also raise methodological questions on the promises and perils of using history to understand the present.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CSS**

Prereq: **None**

**HIST214 The Modern and the Postmodern**

In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Identical With: **COL214, CHUM214**

Prereq: **None**

**HIST215 European Intellectual History to the Renaissance**

This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST225, COL216**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL332**

Prereq: **None**

**HIST216L European Intellectual History since the Renaissance- Service Learning**

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL332L**

Prereq: **None**

#### **HIST217 Empires, Slavery, and Revolution: Africa to 1800**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM217**

Prereq: **None**

#### **HIST218 Cities of Islam: Religion, Politics, and Urban Space**

A survey of the history of major cities in the Middle East and North Africa. This course will trace the region's history through the foundation and development of the cities that served as the centers of significant political entities since 600 A.D. Each week will focus on the symbolism and functionality of urban space and architecture and the role of politics, religion, and global trade in the formation of one of the following cities: Jerusalem, Mecca and Medina, Baghdad, Cairo, Istanbul, Isfahan, Beirut, and Algiers. The course will seek an answer to the question of whether history shapes the cities or vice versa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST219 Russian and Soviet History, 1881 to the Present**

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

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the

Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES219**

Prereq: **None**

#### **HIST220 Authority and Resistance: France Since 1870**

Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the "yellow vests" in 2018-2019.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L220**

Prereq: **None**

#### **HIST221 History of Ecology**

The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP221, ENV5211**

Prereq: **None**

#### **HIST222 Disease and Epidemics in Historical Perspective**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP222**

Prereq: **None**

#### **HIST223 Chinese Eco-Civilization: History, Experience, and Myths**

The course traces the historical roots of the ideas of eco-civilization, a policy platform that appeared in the twenty-first century by examining how Chinese agrarian civilizations and their nomadic neighbors transformed the bio-physical environment over the course of 3,000 years of history.

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS223, ENV5223, SISP284**

Prereq: **None**

#### **HIST224 Modern China: States, Transnations, Individuals, and Worlds**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS224**

Prereq: **None**

#### **HIST225 Pirates, Traders, and Colonial Settlers in Maritime East Asia**

Why is Maritime East Asia so contentious? Why is it emerging as the next global flashpoint? This course examines the historical roots of political tensions in Maritime East Asia by exploring the history of Taiwan. As early as the sixteenth century, merchant-pirates who dominated coastal China and Japan recognized Taiwan's strategic importance. For centuries, Dutch, British, American, and imperial powers used Taiwan as a springboard to gain a foothold in the Asia-Pacific region. Migrants from coastal China, who settled in Taiwan and Southeast Asia, worked with these imperial powers to colonize new frontiers and displace the indigenous population. The territorial disputes, economic rivalry, and business empires that shape our global economic order arise from the centuries-long struggle for dominance over Maritime East Asia. These historical legacies served as the driving force for political change. Maritime East Asia and particularly Taiwan not only transformed into an economic powerhouse but also stand at the forefront in the struggle against authoritarianism.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS274**

Prereq: **None**

#### **HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS227**

Prereq: **None**

#### **HIST227 Finance, the Stock Market, and the History of Economic Thought**

This class has two main purposes: first, to introduce students to the subject of finance--especially the stock market--and, second, to explore the connections

between finance and the humanities, especially literature, as a means of understanding the crucial role of finance in society. Readings, class discussions set up as structured debates, news articles, video clips, guest speakers, and a group project will together reinforce the students' growing knowledge of this subject.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL212**

Prereq: **None**

#### **HIST228 The Memory of Slavery in Monuments, Museums, and Media**

This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST228S The Memory of Slavery in Monuments, Museums, and Media**

This course will examine how Americans have remembered and forgotten their nation's troublesome history of racial chattel slavery. Monuments, museums, historic sites, archives, burial grounds, genealogical societies, and films have all contributed to the contested legacy of slavery in America. We will consider how and why representations of slavery have changed over time and what those changes suggest about the larger society. We will ask how did representations of slavery and racism inform larger narratives of American identity? How did Black Americans respond to popular depictions of slavery, and create their own forms of public history? How did the memory of slavery inform the twentieth century Black freedom struggle? How does slavery continue to shape the contemporary United States, and how should we approach that legacy today? Students will also work with local museums and historic sites to produce projects focusing on the history of slavery in Connecticut.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST229 A Fair Country? Canadian Protests and Progress After 1900**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST230 Rome After Rome: Culture and Empire of Constantinople**

Rome did not fall. Rome was swallowed by a new idea of what it means to be Roman when, in the fourth century, the empire left its own founding city behind and moved the capitol to the newly-minted city of Constantine, Constantinople. This course gives students a hands-on introduction to one of the most astounding sociopolitical transformations in human history, tracing out the cultural, political, and economic trajectories of the Roman empire of the Middle Ages.

In exploring the textual and material relics of this medieval metropolis on their own terms, students apply and publish their research interests on the collaborative place-based interactive teaching encyclopedia Constantinople as Palimpsest (<https://arcg.is/0e4Lb4>). For their final project students will design a unit for a high school history course, using Constantinople as Palimpsest to introduce the diversities and paradoxes of life in the city of New Rome.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL295, MDST128**

Prereq: **None**

#### **HIST231 Guns and Society**

Students will discuss some of the key questions that animate the emerging interdisciplinary field of gun studies, considering guns as objects and symbols and as sites of both shared and contested meanings in everyday life. Readings will include recent scholarship about the evolution of gun technologies and the changing place of guns in U.S. society, from the colonial era through to the present day, exploring how the history of guns in U.S. history is relevant to other histories, including studies of race, gender, class, labor and capital, social movements, and military and civilian life. Special focus will be put on visual studies, museum studies and public history, science and technology studies, public health, and legal history. Assignments include four shorter (2-page) papers and a 15-page final research paper. Each student, working in small groups, will also deliver a 10-minute presentation and have opportunities for site visits to local museums and gun violence memorials such as the Coltsville National Historic Park (Hartford), Springfield Armory National Historic Site (Springfield, Massachusetts), and the Connecticut Gun Violence Memorial (New Haven).

(This course is a prerequisite for individualized humanities "labs" designed for students to delve into a particular aspect of the topic of guns and society in a more applied way in the spring semester, through special projects that can include an individually designed research paper, a museum/archives project, a theater sketch, a podcast, a high school teaching module, an art project, an exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP231, FGSS252, AMST231**

Prereq: **None**

**HIST232 Revolutionary Lives: How a Life Becomes Political Power, Middle Ages to Modernity**

Death is not enough to turn a life into a political movement. That translation requires a story. This course asks why, since Gandhi, few leaders have successfully drawn upon the power of adopting a revolutionary approach to living as a means of effecting political, social, and cultural change. A student-centered collaborative pedagogy equips students with the tools and concepts to collectively workshop principles drawn from a wide range of examples of revolutionary living from the period known as the middle ages; from well-known and widely imitated examples such as the Buddha, the Prophet, and the Christ, to lesser-known examples including cross-dressing nuns, hermits on pillars, desert mothers, begging collectives, and much more. Students will then apply the ways these past lives were remembered and transmitted to contemporary movements such as Occupy Wall Street or the Black Lives Matter CHOP in Seattle. Course assignments consist of short essays, presentations, and a self-designed final project that can be analytical, creative, or demonstrative.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL221, MDST241**

Prereq: **None**

**HIST233 LGBT History in the United States: 1940-Present**

The emergence of a distinctive sexual minority in the United States following World War II had a tremendous impact on the society and culture of the modern United States. The push for LGBT recognition, rights, and acceptance intersected with larger discourses of race, sexuality, and class. This course will survey the history of sexual and gender minority communities in the United States from the emergence of the homophile movement through the movement for the legalization of same-sex marriage.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS253**

Prereq: **None**

**HIST234 The Making of the Modern Middle East**

This course explores the modern history of the Middle East, from North Africa to Turkey to the Arabian peninsula, in order to provide students with a robust background in the making of each component of the historical Middle Eastern society, state, community, and individual. We begin with the Islamization of the region and move through various state formations, including the Ottoman Empire. The long 19th century of intense imperial modernization and nationalism sets the stage for the collapse of the Ottoman Empire, independence, and European colonialism in the region. The course finishes with the post-Ottoman national and post-colonial states in the Cold War and post-Cold era, tackling themes such as regional conflict, Islamism and mass politics, and military interventions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST236 Dante in His World: Politics, Poetry, Religion**

Dante Alighieri is one of the great figures of European history and culture. He has been famous since his life, especially for his poem "The Divine Comedy," including its depictions of the Inferno, Purgatory, and Heaven. It reveals his massive intellectual knowledge and his deep and complex commitments. It might be less well known that he was also an active politician and a political theorist, as well as a student of literature and style.

This course will examine the body of his work and use it to outline some of the great political, moral, and religious crises of Europe around the year 1300, a moment closely connected to the very idea of the Middle Ages. Important course themes will include the question of the political balance of church and state, the role of mysticism and philosophy in expressing ethics, and the uses of history, theory, and poetry in seeking the good life. Readings will focus on Dante's own writings, including "The Divine Comedy," "The New Life" (La Vita Nuova), and "On Monarchy."

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST237, WLIT342**

Prereq: **None**

**HIST237 Making New Worlds: Encounters on Turtle Island**

From before 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, Turtle Island (North America) was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on Indigenous homelands with deep histories. 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). Throughout, we will focus on the persistence and resistance of Indigenous nations who protected (and still protect) their homelands and lifeways.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST284, RL&L237**

Prereq: **None**

**HIST238 Unfinished Revolutions: Uprisings in North America, 1760-1815**

While the American Revolution dominates the historical landscape of early American history, the "Age of Revolutions" was full of uprisings in North America. This course will explore resistance movements that began in the latter part of the 18th century, most of which remain unfinished. Students will learn about pan-Indigenous uprisings against settlers, labour revolts against capital, enslaved men and women fighting for freedom, and other resistance movements that shaped (and were shaped by) the American Revolution and the fracturing of the British Empire.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L238**

Prereq: **None**

**HIST239 19th Century US History**

This course will introduce students to important themes in the history of the United States during the "long" 19th century, from the early Republic to World War I, during a period of rapid displacement, settlement, and migration. Themes include continental expansion and US imperialism, the creation of new markets, the development of agriculture and industry, slavery and its abolition, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of democracy,

community, and nationhood through diverse expressions of support, dissent, protest, and reform.

In Fall 2020, this course was dedicated the analysis of digitized primary sources. In Fall 2022, it is rather an ode to all that is lost in digitization. As a group we will consider, as a methodological and empirical question, what it means to study the past as a material and social entity. A weekly portion of the syllabus will be developed by the students in consultation with the professor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST242**

Prereq: **None**

### **HIST239Z The Long 19th Century**

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

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST240 The United States Since 1898**

This survey course examines United States history in the twentieth century in its geographic expanse from the North American continent into the U.S. island empire in the Atlantic and Pacific Oceans. While this course will survey a traditional U.S. political history, it places an emphasis on the diversity of experiences of those living within the United States. We will explore how the U.S. amassed its island empire, how immigration law emerged, how U.S. international

affairs such as wars impacted domestic policies, as well as how domestic social movements such as labor, Civil Rights, feminist, Indigenous sovereignty, and social justice movements shaped the course of United States history into the present. In doing so, we will pay critical attention to the historical and analytical themes including, but not limited to, race, indigeneity, gender, and sexuality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST241 We Were Eight Years in Power: The Reconstruction Era**

Racial slavery was inextricably tied to the rise of both colonialism in the "New World" and global capitalism. It fueled a complete reorientation of world economic and political systems with consequences still evident today. Yet people on both sides of the Atlantic--Black and white--challenged the idea of racial slavery and its entrenched interests. The abolitionists succeeded in emancipating millions, but did not fully achieve their goals for human rights. In this course, we will examine the rise and fall of slavery in the Western Hemisphere, with particular attention paid to the North American mainland and Caribbean.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST242 World History**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL203**

Prereq: **None**

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

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

the academy, but in fiction, in film, on television--everywhere that history is, in fact, made.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST244 The Ottoman World**

This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East, and North Africa emerged during the 20th century. At the center of the course is the transformation of the so-called classical Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be starting from the 15th century and end with the analysis of the making of the modern Ottoman society by the beginning of the 20th century before its imminent collapse. The late 16th-century transformations and the question of Ottoman "decline," on the one hand, and transformation to a modern state on the other, comprise the historiographical context to be addressed alongside basic historical patterns and events. A primary concern is to have students engage with critical issues not only in the study of Ottoman history, but also situating this history in the discussions on world history in general, and the history of the Middle East in particular.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST245 Modern Latin America Since 1810**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST245**

Prereq: **None**

#### **HIST246 France at War, 1934--1944**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST247 The Fall of Rome and Other Stories**

The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL247, CLST118**

Prereq: **None**

#### **HIST248 Beyond the Vote: Race and American Democracy**

The ideals of civic equality enshrined in the Declaration of Independence and the Fourteenth Amendment have rarely applied to African Americans. Yet African Americans continue to challenge the United States to live up to its own ideals of civic equality. This course will explore the ways in which African Americans and the issue of race have shaped the twin concepts of American democracy and American citizenship from the U.S. Constitution to the present.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM258**

Prereq: **None**

#### **HIST249 History of the End**

How will it end? Scientific/political hubris, a nuclear event, an asteroid, environmental disaster, overpopulation, resource scarcity, commodity price spikes, riots, social chaos, social control? This course investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them. In spite of its orientation toward fictional scenarios, this is primarily a course about postwar American environmental and political thought, and the ways these inflect or are inflected by fantasy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST251 Empires in World History**

Empires have dominated the political landscape across the globe for much of human history. But how did they come into being? More importantly, what strategies were used to maintain them? This course examines the history of five empires--Roman, Mongol, Ottoman, Aztec, and British--to see whether patterns emerge that might explain why a particular imperial project was successful and why it ultimately failed. In reviewing the history of each empire, we will discuss its ideology, military technology, economy, gender roles, and treatment of subject peoples to create a comparative framework in which to place empires in a global context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST252 Industrializations: Commodities in World History**

This course defines "industrialization" broadly to encompass the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines, for example, cotton, rubber, guano, wheat, bananas, and quinine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS252**

Prereq: **None**

**HIST253 An Ordered Commonwealth: Race, Gender, and Power in Colonial New England**

This course examines the intersection of gender and race and their role in creating social hierarchies in colonial New England. The course will explore the lived experiences of women and people of color and the central role that their presence played in the politics and economies of imperial encounters and nation-state formation within the local context of colonial New England. We will examine how Puritan anxieties regarding the place of women, Indigenous, and Black peoples within their godly commonwealth structured their worldview and fostered both violent Indian wars and dramatic witchcraft trials.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST229**

Prereq: **None**

**HIST254 Science in Western Culture**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP254**

Prereq: **None**

**HIST255 The Vikings and the Viking Age, 700-1243**

The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the

reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics. The course will also act as an introduction to the dark age history of England, France, and Northern Europe.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST255**

Prereq: **None**

**HIST256 Japan and the Atomic Bomb: History, Myths, and Mysteries**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS226, SISP257**

Prereq: **None**

**HIST257 From Chocolate to Coca: Commodities and the Making of Latin America**

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

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST218**

Prereq: **None**

#### **HIST258 Intimate Histories: Black Women's Sexuality**

Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM242, FGSS242**

Prereq: **None**

#### **HIST259 Asians and Pacific Islanders in U.S. Empire**

This course forefronts the diversity of experiences between and within the Asian and Pacific Islander communities in the U.S. empire both on the North American continent and in the Pacific. While political and social categories place Asians and Pacific Islanders within the same group, the groups' vastly varied experiences under U.S. empire makes it necessary to challenge the historical narratives that gloss over key contexts that continue to influence Asian American and Pacific Islander American experiences today. Thus, we will engage in an integrated, not conflated, history of Asians and Pacific islanders, paying attention to the specificities of imperial experiences and their effects on race, class, gender, migration, and diasporic patterns. We will explore topics of immigration and migration, labor and trade, citizenship and belonging, race and indigeneity, gender and sexuality, war and militarism, religion and culture in various contexts, including cities such as San Francisco and New York, regions such as the Pacific Northwest and the American South, countries of the Pacific Rim including the Philippines and Vietnam, and the Pacific islands such as Guam, Hawai'i, and American Samoa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST279**

Prereq: **None**

#### **HIST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture**

How did a string of islands on the eastern edge of Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become "Japan" for the first time in the late seventh century and how those cultures and peoples adopt new identities, systems of power relations and economies up to the present. This course reveals the big picture, but to understand it, the factual pixels that constitute it are examined in some detail. Students are expected to think of the course as comprehensive in the same way as mathematics or a language course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS260**

Prereq: **None**

#### **HIST261 Enlightenment and Science**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL213**

Prereq: **None**

#### **HIST261Z Enlightenment and Science**

This course will be a study of how we, as a society, have obtained our views on science. The class will concentrate on the positive and negative ways

that twenty-first-century science and technology have been impacted by the Enlightenment. In general terms, the long-eighteenth-century European Enlightenment is taken to be the marker of the modern age--when modern science emerged. The time has now come for a reconsideration of the complexity of science and the scientific method during the Enlightenment as a means of comprehending its direct impact on the modern age in which we are living today. This class will focus overall on the strengths and weaknesses that modern science, technology, and thus society have inherited from the Enlightenment.

This is not wholly a story of science and technology in the West, but a World History story. This class will highlight test cases and ethical choices--to give two modern examples, decisions about resource allocation, that of fossil fuels and vaccines--that we are facing today. These choices are not made simply on scientific, logical lines but also according to the preferences of society. In order to understand our current situation, we must inform ourselves about how we arrived at this situation. Two centuries ago, without government or private sources of funding for science, the emphasis on immediate outcomes in science became common. Practitioners of science (the term "scientist" was not used until the nineteenth century) often had to be showmen to attract attention in order to get funding. Likewise, by the twenty-first century, it is now almost impossible for scientists to get grants for pure research; winning applications have to stress immediate public outcomes in order to get funded. This effectively puts a stopper into the very source of new scientific ideas--pure science--and of virtually all new scientific breakthroughs, and this is a world-wide trend in the sciences.

In this class, we will examine crucial examples of the key scientific subjects that emerged during the Enlightenment, and social and political responses to these same scientific discoveries, from both the Enlightenment and Counter-Enlightenment, which stressed religion over science. We will read responses from non-practitioners of science at the time--educated people trying to make sense of emerging modern science in the midst of politically and economic troubled times. There was, in the eighteenth century, no safety net--such as unemployment benefits--for those who wanted to practice science in a time that there were no jobs in science. There was certainly no safety net for rest of society either. The parallels to our own time are self-evident: political polarization, closely linked to radically different views toward science, in the midst of epidemics and widespread financial distress.

Emerging modern science in the long eighteenth century was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans in addition to well-connected practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles. Such accomplished women were rare during the Enlightenment but they should not be ignored. Margaret Cavendish, Emilie du Chatelet, and Caroline Herschel are prime examples of women practitioners of mathematics, physics, and astronomy respectively. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In all these cases, even the political salons, science was discussed as a general topic of discussion, not just a subject for specialists. And those knowledgeable in the sciences were expected to make their work accessible to non-specialists. Later, however, the nineteenth-century professionalization of, and specialization

in the sciences led to mixed results. It certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly-established manner. Alas, it also resulted in the end of the belief that educated people outside of the sciences should know about it in order to be proper citizens. Overall, this class will address areas of commonality and difference between Enlightenment science and technology and modern science and technology, including lingering problems, as well as possible solutions suggested from past writings and experiences.

There will be many distinctive aspects of this class. One will be the intensive textual analysis of primary documents in class. Another will be the active participation of several guest speakers. There will also be a virtual visit to Special Collections, Olin Library, Wesleyan University.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP261Z**

Prereq: **None**

#### **HIST262 Atomic Africa: A Technological History of the Cold War**

"Atomic Power Programme Moves Ahead: NUCLEAR REACTOR FOR GHANA"  
In 1962 the Ghanaian Times proclaimed Ghana's atomic ambitions. Strikingly, it was only two years after the West African nation raised the international alarm against France's nuclear testing in the Sahara. In the midst of the global Cold War, African activists, politicians and scientists called for an end to nuclear imperialism and struggled for political and scientific sovereignty. It was an era marked by the struggle for decolonization but also by the promise of a new technological age. As African politicians planned for an Africa of the future, they faced intense political pressures from both the U.S. and the Soviet Union. They also formed partnerships with China and Cuba, reshaping the international lines of Cold War cooperation and the nature of "development." Over the course of the semester, we will examine Cold War stories across the continent including the mining of uranium, the international Congo Crisis, the development of African radiation experts, the use of radio by liberation forces in Angola, the emergence of an African Jet Age, and the building of the Freedom Railway in Tanzania. In addition, we will examine how students, workers, and scientists negotiated the currents of the Cold War and responded in creative ways to produce their own Atomic Africa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP263**

Prereq: **None**

#### **HIST263 Inside Nazi Germany, 1933--1945**

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

understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GRST263**

Prereq: **None**

#### **HIST264 Waterways: Maritime World History**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **ENVS264**

Prereq: **None**

#### **HIST265Z The History of Surveillance and Information in the United States**

This course considers the history of surveillance and information in the United States during the 19th and 20th centuries. We will explore technologies and systems that evolved during this period to track, codify, and control people in the US and abroad, as well the many efforts to resist these processes. Readings and lectures will pay particular attention to how surveillance and control over information empowered both the state and private entities in novel ways. The course is built around supporting students as they undertake a research project that interrogates how information and surveillance have shaped contemporary life.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST266 Visions of World Order: From the French Revolution to the Present**

This course offers a survey of how social scientists, philosophers, and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism (Giuseppe Mazzini), and Marxism. The course then turns to the first half of the 20th century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg, and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick), and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along with a discussion of such topics as the global turn to nationalism, the Green New Deal, and the "New Cold War with China."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS267, SISP267**

Prereq: **None**

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

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST268**

Prereq: **None**

#### **HIST269 Modern British History, 1688 to Present**

This course provides an introduction to general developments in British history from the late 17th century through to the current day. A variety of themes will be drawn from primary and archival sources and recent historical scholarship. We will look at realities and representations, considering how the British past is interpreted through both academic scholarship and popular culture/collective memory (e.g. film, television).

Offering: **Host**

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

#### **HIST270 On Evidence: Archives, Museums, and Prisons**

This course introduces an interdisciplinary study of the idea of evidence in connection to the modern development of archives, museums, and prisons, by setting this in a contemporary dialog with the discourses on state violence, incarceration, and refugeehood. This course will firstly establish historical and theoretical connections between carcerality, Western archival record-keeping practices (e.g., scientific grids, mugshots, taxonomies, and forms of surveillance), and museological frameworks developed during the transition from the 19th to the 20th century.

Furthermore, it considers how records, artifacts, digital data, bones, sites of "memories," oral traditions, embodied knowledge, or intergenerational trauma can become evidentiary material. Such inquiries are central to decolonial archival studies as they are critical for historically marginalized, racialized, and gendered subjects, whose claims to social justice, human rights, and cultural heritage are tied to the aftermaths of slavery, genocides, and colonialism. Our readings and discussions will specifically draw upon decolonial archival studies, digital humanities, visual studies, human rights discourse, Asian American studies, Black studies, and Indigenous studies, which have continuously challenged what constitutes evidence.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **AMST271, AFAM260**  
 Prereq: **None**

#### **HIST272 Law, Court, and Crime in England, 600--1660**

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

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **MDST272**

Prereq: **None**

#### **HIST273 Well-Behaved Women Seldom Make History: Gender, Sex, and Power in Colonial America**

When Laurel Thatcher Ulrich wrote that "well-behaved women seldom make history," she meant that colonial women who conformed to gendered and sexual expectations rarely emerged in the historical record. As such, the women who feature most prominently as individuals in the historical record of the colonial period are those who acted outside proscribed social norms. We will, therefore, look at the ways that colonial Americans attempted to police those proscribed social boundaries from the persecution of Anne Hutchinson, to their fascination with witchcraft, to their reification of white womanhood. As we will see, many used intimacy to shape the world they lived in even as they were left out of the formal aspects of governing. Finally, this course seeks to understand how early Americans both constructed those gendered expectations and how they served to reinforce the patriarchal, racial, and colonial hierarchies of early America.

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

#### **HIST275 Empires on Fire: Revolutions in the Atlantic World**

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

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

#### **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 course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)**

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

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **CGST281, GRST350**

Prereq: **GRST213**

#### **HIST283 What Is Rationality?**

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

of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP283, PHIL154**

Prereq: **None**

#### **HIST284 Death and the Limits of Representation**

The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring Death as the limit of representation: as that which is ultimately unknowable (or knowable only second-hand) and thus beyond representation. Indeed, what is the concept of the "ghost" but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, Derrida, Levinas, Mbembe, and Hartman, and studying historical events such as the "black death," the Middle Passage, and the Shoah, we will attempt to understand the project of representation and its limits.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL282**

Prereq: **None**

#### **HIST285 Modern South Asia**

This course examines the history of South Asia since the 1940s. Using a combination of memoir, history, and film, we examine the forces that have shaped South Asia (India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) in the twentieth and twenty-first centuries. We begin with the trauma of Partition in 1947 and then work backwards and forwards in time to explore key themes like religious nationalism, popular media, caste, language politics, war, separatism, policing, the logistics of democracy, and economic development.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GSAS285**

Prereq: **None**

#### **HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence**

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

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **ARHA264**  
 Prereq: **None**

#### **HIST287 Science in Modernity and After: 20th-Century Science and Technology**

The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-GOVT**  
 Identical With: **SISP287**  
 Prereq: **None**

#### **HIST288 Delhi: The Past in the Present**

This seminar examines the history of Delhi, one of the largest and oldest cities on the planet. Our focus will be on the ways the layers of Delhi's past protrude into and inform Delhi's present. We will combine a chronological and thematic approach, paying particular attention to material culture, memory, public history, and the environment.

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

#### **HIST289 God & Guns: The History of Faith and Firearms in America**

This course examines the history of firearms and religion in the United States, ultimately seeking to understand the significance of gun culture within American Christianity and the powerful "God & Guns" story at the core of many Americans' identity. Beginning with an overview of colonial and revolutionary-era views of firearms and violence, the course examines the influence of slavery, gender, and the wars of the 20th century, paying special attention to the emergence of a masculine, warrior Jesus within evangelical and fundamentalist communities during the Cold War. Students will be challenged to consider the ways in which this story helps explain one facet of popular support for Donald Trump and to reflect on how firearms are central to the identity of many conservative American Christians.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **RELI263, AMST276**  
 Prereq: **None**

#### **HIST291 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)**

What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades

after Amadiume's influential book "Male Daughters, Female Husbands: Gender and Sex in an African Society" (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism 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 category of historical analysis for their scholarly work in other fields are welcome.

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

#### **HIST292 Pirates to Perry: Foreign Relations of Early Modern Japan**

Japan first became directly integrated into global networks of political power and trade from the sixteenth century, when pirates dominated many of those networks. Yet Japanese political and trade missions quickly stretched across the globe, ranging from Europe to Central and South America to East and Southeast Asia. However, by the early seventeenth century, the Japanese had the military and political power to establish rules for all international contacts, whether Asian or European. After that, these relations changed, if slowly, until the nineteenth century, when the American Commodore Perry forced the Japanese to surrender the control they had until then over their foreign relations. This course examines the changes that occurred between those two points from both Japanese and non-Japanese perspectives.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **CEAS293**  
 Prereq: **None**

#### **HIST293 The U.S. Civil War**

This course explores the causes, course, and consequences of the Civil War through an overview of U.S. history from roughly 1845 to 1877. Students will learn about one of the most transformative periods in U.S. history in all of its drama, complexity, and lasting implications. Topics will include the antebellum worlds of slavery and free labor; the rise of abolitionism; the U.S.-Mexican War and the problem of western expansion; the breakdown of the U.S. political system in the 1850s; southern secession; the course of the Civil War from Fort Sumter to Appomattox; the international context of the Civil War; the dynamics of slave emancipation; Reconstruction; and the place of the Civil War era in popular memory and culture.

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

#### **HIST293Z The U.S. Civil War, 1861–1865**

This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings

of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST294 Political Fiction**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST296 Colonial Latin America**

This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of indigenous and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST296**

Prereq: **None**

#### **HIST297 Mexican History and Visual Culture from Conquest to the Present**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST257**

Prereq: **None**

#### **HIST298 Oh Canada: Indigenous Resistance and Settler Colonialism, 1776--1896**

This course will help answer a pressing question: Why does Canada exist? As a settler state built on Indigenous homelands, Canada developed in unique ways when compared to the United States. With its deep Indigenous heritage, long

history of British-French rivalries, and constant influence from the United States, Canada was (and is) defined in no small part by its inability to define itself.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST299 Mapping The Borderlands: The U.S./Mexico Border and Digital Storytelling**

The U.S./Mexico border is not only a geographical boundary, but a complex mapping project, where governments and corporations project their visions of the landscape into policies and boundaries, only to run afoul of people, terrain, and climate. Therefore, this course will serve two interrelated functions: 1) to explore borderlands as a concept and spatial relations, particularly at the U.S./Mexico border 2) to use digital tools to tell spatial stories about the border.

While the current location of the border is often naturalized as an ahistorical and timeless dividing line between the United States and Mexico, this course acquaints students with a long historical approach and competing perspectives on issues arising from the presence of the U.S./Mexico border/lands. Using monographs, first-hand accounts, film, and music, we will trace the recent history, politics, and culture of the borderlands, exploring topics like racialization, immigration, gender, place-making, and cultural exchange. At the same time, we will examine and apply digital methods that complement our understanding of the U.S./Mexico border.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST300 Issues in Contemporary Historiography**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST301 The Spanish Civil War, 1936--1939**

The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of World War II. The ideological character of the civil war in Spain, which appeared to pit left vs. right, or democracy vs. fascism, or nation and religious faith vs. communism and revolution, captured the imagination of Europeans and spurred their involvement in the war.

All of Europe's dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe's response to them through contemporary writings, such as journalistic and participants' accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST302 Reproductive Politics and the Family in Africa**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS303, SISP302**

Prereq: **None**

### **HIST303 Policing and Power**

This course examines the history of American policing by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century to the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing the state, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST304 Middle East Intellectuals and Modernity**

How have Middle Eastern intellectuals conceived and discussed modernity? We will use this question to analyze the variety in the history of thought in Middle Eastern societies in the 19th and early 20th centuries. Modernization, formation of the modern state and issues of nationalism, imperialism and colonialism, main intellectual questions of the time, will form the framework as we analyze their political, social, and cultural impact on the production of knowledge in the Ottoman and post-Ottoman lands. As such it is NOT a history of the Middle East but rather a history of mentalities, organized around four thematic/chronological modules (Reform, Modern State and Constitutionalism/Panislamism, Nationalisms and Colonialisms) each representing a set of concepts, ideas, and movements as well as facts and problems, all of which will be compared to the larger world of modern state formation both in thought and practice. The principal aim is to familiarize students with the processes of modernization in the making of the modern Middle East.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST305 Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors**

From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST306 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP307, ENV5307**

Prereq: **None**

### **HIST308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America**

This course examines the history of American evangelicalism, seeking to understand the nature of its support for the presidency of Donald Trump. Beginning with a brief overview of religion in the colonial and revolutionary eras,

the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped 21st-century evangelicalism, and reflect on how the movement's view of American history contributes to its own sense of identity and purpose.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST246, CSPL308, RELI308**

Prereq: **None**

### **HIST309 The Idea of Nature: Theory and Practice**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST312 Diggers and Discontents: Doing History from Below**

History looks different when told from the perspective of those without power. This course will introduce students to the practice of "doing history from below," which includes finding the voices of the marginalized and illuminating the actions of those who fought against established power structures. Each week, we'll read about the discontents from the 17th to 19th centuries, including the poor, criminals, women, the enslaved, pirates, Indigenous nations, and workers. We will discuss how the very institutions of historical practice reify the status quo and elide the experiences of those who fought for alternate (and better) futures.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST313 Schemers and Redeemers: Capitalism and Christianity in the Early Republic**

This course examines the intersection of two of the most significant themes in U.S. history: Capitalism and Christianity. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students

to explore how Americans used their religious identities to negotiate and shape market activity and institutions (and in turn, how the marketplace shaped their religion). Students will investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will require students to reflect on how the early 19th-century U.S. experience informs our understanding of the relationship between capitalism and Christianity in 21st-century America.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI320**

Prereq: **None**

### **HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CHUM341**

Prereq: **None**

### **HIST316 History of Science, Medicine, and Technology in the Islamicate World**

A survey of major turning points, debates, and socio-political context of the history of science, medicine, and technology in the Islamicate World. The course will provide samples from the contributions of the Islamicate world to the following scientific fields: astronomy, mathematics, geography, cartography, medicine, optics, and mechanics. In addition, the course will probe into the relationship between scientific production and other fields of knowledge such as religion, occult sciences, art, and Sufism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP314**

Prereq: **None**

### **HIST317 The Great Game**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GSAS317**

Prereq: **None**

### **HIST318 The Politics of Death: The Living, the Dead, and the State**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENVS318, REES318**

Prereq: **None**

### **HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GRST264, CJST319**

Prereq: **None**

### **HIST320 Visions of World Order: From the French Revolution to the Present**

This course offers a survey of how social scientists, philosophers and statesmen have understood and imagined global order from the late 18th century until the present. The course first examines interpretations of global order that emerged during the late 18th and 19th centuries: Cosmopolitanism (Immanuel Kant), Positivism (August Comte, Saint Simon), Nationalism, (Giuseppe Mazzini) and Marxism. The course then turns to the first half of the twentieth century by examining the international thought of W.E.B. Dubois, Marcus Garvey, Rosa Luxemburg and Gandhi, while also discussing fascist and liberal internationalist views of world order that emerged after World War I. The third part of the course discusses visions of Cold War order connected to American modernization theory (W.W. Rostow), neoliberalism (Friedrich Hayek), post-colonialism (Franz Fanon), Third Worldism, Neoconservatism (Jeane Kirkpatrick) and Systems Theory. The course concludes with the Post-Cold War period and how it has been imagined by such thinkers as Francis Fukuyama and Samuel Huntington along

with a discussion of such topics as the global turn to nationalism, the Green New Deal and the "New Cold War with China."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST321 Media and Power in Latin America: From Quipus to Twitter**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST320**

Prereq: **None**

### **HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present**

Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike.

This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in *Tristes Tropiques* (1955). Students will then conduct independent research into a representation of their interest. Possible topics

include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film *Fitzcarraldo* (1982).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST322**

Prereq: **None**

#### **HIST323 No Day But Today: United States Queer History**

Queer history, as a subfield, has flourished in the more than five decades since the Stonewall Riots. What began as an attempt by activists involved in the liberation era to reclaim the lost and erased historical memory for queer people has developed into a vibrant field of interdisciplinary scholarly interrogation. This seminar will introduce students to the historiographic contours of queer history and help them develop independent research projects. We will take advantage of the extensive queer periodicals collection assembled by Wesleyan University's Department of Special Collections and University Archives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST324 Homelands: Indigenous Worlds in North America**

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

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST325 Fugitives and Freedman: The Politics of Slavery in the Civil War Era**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM335**

Prereq: **None**

#### **HIST328 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena**

Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena--a renowned student of ancient

literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire--to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with "The Alexiad" through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL350, MDST350**

Prereq: **None**

#### **HIST329 Race Discourse in the Americas**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST330 Introduction to Public History: Working with Museums, Archives, and Historic Sites**

This course will introduce students to the history, ideas, and best practices that shape the world of "public history." How do institutions like museums, archives, and historic sites balance the standards of formal academic scholarship with the demands of interpreting history for a larger public audience? What role do these cultural organizations play in the construction of larger historical narratives? What responsibilities do they have to their audience, stakeholders, and society? The course will turn on six key concepts that shape the world of public history: History and Memory, Inclusivity and Accessibility, Shared Authority/Inquiry, Agendas and Audiences, Legal and Ethical Frameworks, and Economics and Entrepreneurship. Through class readings, discussions, and field work, students will develop an understanding of not only the theories and ideas behind public history, but also the practical daily concerns public historians encounter on the ground. The course will help prepare students who are considering a career in museums, archives, historic sites, historic preservation, and the nonprofit sector. Students will also work with the Wesleyan University Special Collections staff to complete exhibits to be displayed in the Olin Library

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST332 Race, Capital, and Sexual Consent**

Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called "The Sexual Economy of American Slavery," to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM385, FGSS385, AFAM385**

Prereq: **None**

### **HIST333 Appeasement and the Origins of the Second World War**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L333**

Prereq: **None**

### **HIST334 Social History of Islam in Africa**

The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST335 Nature, Science, and Empire in Early Latin America**

This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST335**

Prereq: **None**

### **HIST336 Development**

This course is a history of economic development, understood as a series of ideas about how countries progress toward greater prosperity, higher standards of living, and greater quality of life. We will question the origins of these ideas during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, technical assistance, the Green Revolution, and the role of international organizations in shaping the world order. The course draws on recent histories of human rights, empire, and liberalism, and surveys feminist and environmentalist critiques to development approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST338 History and Theory**

This seminar will explore the contemporary theory and philosophy of history, giving special attention to the publications of "History and Theory," the academic journal owned and edited by Wesleyan University faculty for the past 60 years. We might discuss such topics as the nature of historical truth; history as a science, with laws, and as an art, with style; the nature of historical time; gender history; agency and causation; history of the emotions; of animals, and history's moral imperatives; as well as the ramifications of the postmodern turn. We will give special attention to recent arguments about the theory of history and the nature of the past.

Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, Reinhart Koselleck and Gabrielle Spiegel.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL328**

Prereq: **None**

### **HIST340 Policing and Power**

This course examines the history of policing in the United States by considering the contexts and conflicts that birthed and shaped the modern carceral state, focused primarily on the late nineteenth century through the 1980s. Moving through five modules, it considers the origins of policing and imprisonment in Europe and the United States, policing as social control or social order, the role of police in constructing state power, policing in a transnational context, and the modern era of mass incarceration. These modules ask what police power is, what histories have shaped the limits or excesses of that power, and how law enforcement shaped American society, culture, and politics. We will pay considerable attention to how these histories can help us navigate contemporary debates around law enforcement and crime.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST341 Body Histories in Africa**

African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners "other." All too often the body as an instrument for creative expression, ritual healing, or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision

(for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of "sitting on a man" by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM349**

Prereq: **None**

#### **HIST342 The Rise of the Conservative Movement in the United States Since 1945**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

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

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

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM353, SISP352**

Prereq: **None**

#### **HIST348 Urban Histories of Latin America**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST348**

Prereq: **None**

#### **HIST351 Beyond 1619: Enslavement in the United States, 1619-1860**

The recent publication of the New York Times' "1619 Project" has refocused attention on the history and lasting effects of enslavement in the United States. Discussion of slavery as America's "original sin," however, oversimplifies the complex, multifaceted, and adaptable nature of enslavement in American history. This seminar will provide students with a grounding in the extensive literature of slavery in the United States from 1619 to the outbreak of the Civil War. We will examine slavery as an economic system of labor exploitation, a racialized hierarchy that legitimized white supremacy, and as a site of resistance and cultural formation. We will explore, additionally, the lives of enslaved individuals alongside our study of the institution of slavery.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST352 The Communist Experience in the Soviet Union (CLAC.50)**

Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve

a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Identical With: **CGST352, REES352**

Prereq: **None**

### **HIST353 The Communist Experience in the 20th Century**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES353**

Prereq: **None**

### **HIST353Z The Communist Experience in the Twentieth Century**

More than thirty 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? This course is an intensive reading, research, and writing seminar.

- This course is held entirely online and is a hybrid synchronous and asynchronous format.

- You should be prepared to spend at least 4-6 hours/day on class work.

- There is a class every day: on Mondays and Thursdays we will meet synchronously on Zoom at our regular class time (3:30-5:10 pm); on Tuesdays, Wednesdays, and Fridays, the format will be asynchronous (meaning you can engage with the day's materials at your own pace within a 24-hour window).

- You are expected to participate in each class having read the assigned material and reflected on them in your forum comments. Each day's online discussion will cover the topic and materials of the day.

- Each day you are expected to post at least one original comment of your own, and to respond to at least one comment by a classmate.

- The questions will be posted by 12 pm the day of the class, and the forum will be open for 24 hours, until 12 pm the following day.

- Be prepared to engage with the sources critically--to raise important issues, ask for clarification, and/or propose alternative interpretations, and to bring your own questions into the discussion. When possible, point to specific examples in the text and reference sources/page numbers to make the discussion easier to navigate for the class.

- Your active engagement in the seminar--both on the forum and in the synchronous sessions--is absolutely essential.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES353Z**

Prereq: **None**

### **HIST354Z Self and Text in Roman North Africa: Augustine's Confessions**

The native North African Augustine of Hippo wrote the most influential autobiographical text in (so-called) Western literature. It remains the most brilliant text I have ever read: a mind-bendingly complex and yet fully coherent literary self. Let's read it together. Set between Carthage and Rome in 400, Augustine wrote just 10 years before the Eternal City would be sacked by the disaffected former legions of the empire (the Goths). Split between conqueror and conquered, civilization and apocalypse, Augustine wove humanity's existential and epistemological questions into a literary tapestry for the ages: Who am I? How do you speak? Who are you? How do I listen? Who are we? How do we know? At once memoir, critique of empire, philosophy, psychology, theology, personal history, criticism, and a letter, these **CONFESIONS** require close, careful, focused, attentive readings from a diverse group of interpreters. Join our learning community and spend two snowbound weeks at Wesleyan with a book you will never forget.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL354Z, MDST354Z**

Prereq: **None**

### **HIST355 The 1918 Influenza Pandemic: A Research Seminar**

This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with

the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP355**

Prereq: **None**

#### **HIST356 Between Worlds: Change and Continuity in Early Latin America**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST229**

Prereq: **None**

#### **HIST357 Regulators: The Administrative State in Modern America**

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

This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities,

before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST358 The "Self" in Self-Determination: Personhood & Peoplehood in Empire & Decolonization**

This seminar course will explore the historical literature on self-determination and decolonization movements in the twentieth century across the globe. Combining the fields of US imperial history, international history, global indigenous studies, and diasporic studies, this course will delve deep into the historical development of right of self-determination within and outside of imperial regimes. It interrogates how peoples articulated their sense of "personhood" and "peoplehood" to claim political rights within the borders of nations and empires, as well as on the international stage. The course will also explore how decolonization as a concept transformed beyond the realm of law and personhood and encompassed culture, the environment, and lifeways.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM303**

Prereq: **None**

#### **HIST362 Issues in Contemporary Historiography**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST364 Thinking with Objects: Processing a Museum Collection from Southern Africa**

In Thinking with Objects, students will gain hands-on experience processing a collection of Namibian artifacts in Wesleyan's care. The course will introduce students to many of the ethical and practical challenges facing museum collections today, providing an opportunity to apply the ideas we discuss all semester by processing a collection of decorative and everyday objects made from diverse materials (wood, beads, animal hide, and shells). Part of the

course will be the investigation of the origins and function of these objects. Learning how to handle, label, store, and potentially exhibit objects from the collection will enable students to reflect on Wesleyan's relationship to the African continent, and to think more generally about university and museum collections and methodologies

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENGL396**

Prereq: **None**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CSPL366**

Prereq: **None**

### **HIST367 Life of Modern Fact**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP367**

Prereq: **None**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST370 Disease and Health in Modern Asia**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS272, SISP370**

Prereq: **None**

### **HIST371 Fascism**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST373 Language and Power in Latin America**

What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From indigenous polities, to the imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region.

The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of indigenous peoples as social and political actors in contemporary Latin America.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **LAST373**  
 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: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **SISP374, ENV5374**  
 Prereq: **None**

#### **HIST376 Travel and Communication in Europe**

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

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

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

#### **HIST377 Comparative French Revolutions**

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

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-HIST**  
 Identical With: **RL&L377**

Prereq: **None**

#### **HIST378 LAND BACK! Indigenous Sovereignty Politics**

This advanced research seminar will feature a look at the contemporary LAND BACK movement through current case studies with a focus on tracing the historical and legal genealogies of settler colonial land dispossession, indigenous land title, and self-governance issues bounded to territory (recognized and otherwise). We will examine different historical periods, moments, geographical sites, and case studies to explore the complexities of life for Indigenous peoples in the Pacific Islands and North America subject to the authority of the United States in relation to land as a central part of exercising sovereignty. In relation to these themes, the course will also examine: Indigenous peoples' varied political statuses in settler colonial context; self-determination; structures of domination and resistance; Indigenous agency; Native nationalism and decolonization. Readings will focus on the recognition and assertion of collective land rights, treaty rights, as well as land claims, land recovery, and land reclamation.

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

#### **HIST379 The Fire Next Time: The Modern Black Freedom Struggle**

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

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

#### **HIST380 Transforming Bodies: Movement and Agency in West Africa**

Dancers in West Africa embody human agency and transform historical worlds. As one elder farmer proclaimed: "Our ciwara have power[!]" Masked ciwara dancers on the Mande Plateau call upon the collective labor of farmers to produce rural life, and more recently, have responded to transformations of the agricultural landscape. They emphasize the power of the human body over agricultural machines. Elsewhere in West Africa, the Atsiagbekor dance energized and celebrated Ewe male soldiers by acting out scenes from the battlefield. The dance movements were also secret codes used during battle to give instructions. How and when to fight, defend, or retreat depended on this embodied communication. The accompanying loud drum music served an added purpose of instilling fear in enemy ranks because it created the impression of a mighty army on the march. Still performed, the dance now symbolizes Ghanaian cultural heritage and helps to shape local historical memory.

In this course we will examine the body as an active agent in West African social and political life. We will study the historical and contemporary meanings of laboring bodies through dance and everyday movement, such as women's pounding of fufu or stirring of toh daily meals. We will also reflect on the ritual enactment of enslavement or colonial rule as a means to subvert old power structures. The body in these cases was a tool for resistance. We will also unpack

multiple interpretations for specific women's embodied protests such as "sitting on a man." Collective body movement was powerful, but individual bodies might also enact healing or express religious devotion. Spirit possession, for example, marked the body as a site for human interaction with the supernatural. In this and other examples, the body is an archive in motion and subject to social renewal. By taking the body and movement as a lens, we will explore shifting histories of labor, performance, gender, politics, aesthetics, and religion from the pre-colonial era to the contemporary moment. We will also learn new ways to creatively move and narrate the African past and present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-HIST, SBS-HIST**

Identical With: **DANC380**

Prereq: **None**

### **HIST381 Japan's Nuclear Disasters**

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

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

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP381, CEAS384, DANC381, ENV5381**

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 systems, where 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 versus 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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP382, ENV5383**

Prereq: **None**

### **HIST383 French Existentialism and Marxism**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L383**

Prereq: **None**

### **HIST384 Critical Approaches to the History of Disease and Epidemics**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP384**

Prereq: **None**

### **HIST385 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 infrastructural 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 between 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: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP375**

Prereq: **None**

### **HIST386 China as Scientific Powerhouse**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP285, CEAS222**

Prereq: **None**

### **HIST387 History of the End**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP387, ENVS387**

Prereq: **None**

### **HIST390 The Redeemed Narrative: Microhistories in Early America**

This course will guide students in thinking about American social history, the efforts by historians to recover the lived experiences of those who did not leave substantial archival documentation, through a close examination of examples of microhistory in early America. Microhistory, situated between the New Social History, influenced by the Annalists and British Marxists, and the Cultural Turn, influenced by critical and linguistic theory, offers a unique opportunity to analyze the ways that early American historians creatively utilize evidence. We will pay particular attention to the ways that microhistory recovers histories of race and gender despite the paucity and problematic nature of archival sources. While students will receive a grounding in the theories of archival source interpretation, emphasis will be placed on the ways that historians have put those theories into practice. The course is designed to be an upper-level seminar, preparing students with the research tools to write their senior thesis or major capstone paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST390**

Prereq: **None**

### **HIST391 The Treason of the Intellectuals: Power, Ethics, and Cultural Production**

In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France to focus on the vexed relationship between political action and intellectual production. We will examine figures such as Zola, Benda, Breton,

Celine, Sartre, Camus, Beauvoir, Aron, Fanon, Foucault, Mbembe, Derrida, Kristeva, and Cixous.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL355**

Prereq: **None**

### **HIST392 The Acceleration of Europe: Mobility and Communication, 1000---1700**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST393 Materia Medica: Drugs and Medicines in America**

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP393**

Prereq: **None**

### **HIST394 Seminar: Topics in the History of Europe Since 1945**

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST395 "If there is no God, then everything is permitted?" Moral Life in a Secular World**

In Fyodor Dostoevsky's *The Brothers Karamazov*, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

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

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES344, RELI393**

Prereq: **None**

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

Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- <http://www.wesleyan.edu/wintersession>.

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world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES344Z, RELI393Z**

Prereq: **None**

**HIST396 The U.S. South: A Global History**

When people think of the U.S. South, they often think of a place that's isolated and insular--a region cut off from the rest of the United States and the wider world. Yet nothing could be further from the truth. Throughout its history, the South has been deeply entangled in the world and in the larger processes of globalization. Few regions of the United States have been more connected or more cosmopolitan. This seminar explores the global history of the U.S. South from the early 1800s to the present. By tracing the transnational movement of people, ideas, and commodities, it seeks to understand how the world has shaped the South, and also how the South has shaped the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST397 United States Overseas Empire**

The United States is an empire: an empire that expands beyond the North American continent into many islands across the globe. From Puerto Rico and the U.S. Virgin Islands in the Atlantic to American Samoa and Guam in the Pacific, the US remains an imperial power with unincorporated island territories, a euphemism for replacing the anachronistic term "colonies." The residents of these territories have truncated political rights; they do not have voting representation in U.S. Congress, and they cannot vote in U.S. Presidential elections. Though U.S. territories are usually footnotes in the grand narrative of U.S. history, this course argues that they are integral to understanding the United States as a whole.

We will examine the history of how the U.S. acquired and governed the territories from the perspective of the islands themselves, emphasizing the local effects of U.S. colonial policies. We will analyze how U.S. foreign policy split indigenous peoples into separate political entities, how economic interests changed native political systems, how U.S. militarism affected the ecology of whole islands and the culture of territorial residents, and how public health policies racialized island peoples. We will also explore how self-determination and decolonization movements were stymied by the U.S. government, and how a whole host of other colonial policies and actions has affected and continues to affect the territories.

The course will cover islands currently under U.S. control, including American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the United States Virgin Islands, and Hawaii. It will also examine former territories, Trust Territories of the Pacific, and occupied islands including the Philippines, Cuba, Haiti, the Dominican Republic, among others. With the changing nature of U.S. imperialism, we will also consider the United States expansive military base presence throughout the globe. The history of these islands can tell us much about limits of U.S. citizenship, about the growth of U.S. commerce and militarism globally, about patterns of migration and immigration, and about the changing discourse of race and indigeneity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST397**

Prereq: **None**

**HIST398 Visions of the Future: Capitalism and Colonialism in the World's Fairs**

This course will explore the history of the world's fairs from the 1851 Great Exhibition in London to the 1939 New York World's Fair. These events showcased the newest technologies that would revolutionize life and labor for millions of human beings around the world. They also presented to the public new consumer goods and forms of entertainment such as music, dances, and sports. Moreover, they were sites of competition for rising nations and empires. Each participant country brought artifacts that demonstrated their (often idealized) national characteristics and development. Western powers displayed colonial products and peoples to show how they had been advancing in their expansionist enterprises. The students will read works on the humanities and social sciences that delve into the meanings of the world's fairs. They will also analyze primary sources (texts, paintings, film, songs, cartoons, and more) which will allow them to ask their own questions about these events.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM322, AMST322**

Prereq: **None**

**HIST399 History and Geography**

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS214, ENVS399, SISP399**

Prereq: **None**

**HIST399Z History and Geography: Global Cartography and Visual Studies of Science**

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from the 1490s to the recent past. You 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS399Z, SISP399Z, CEAS214Z**

Prereq: **None**

**HIST401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST403 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

**HIST404 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

**HIST407 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

**HIST408 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

**HIST409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST419 Student Forum**

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

**HIST420 Student Forum**

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

**HIST423 Advanced Research Seminar, Undergraduate**

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST424 Advanced Research Seminar, Undergraduate**

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**HIST465 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

**HIST466 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

**HIST467 Independent Study, Undergraduate**

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **2.00**

Gen Ed Area: **None**

Prereq: **None**

**HIST469 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

**HIST491 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

**HIST492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

**HIST496 Research Apprentice, Undergraduate**

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**