Rudyard Kipling (1865-1936), most famous today as the author of children’s stories, including The Jungle Book, was one of the most popular and acclaimed writers of his day. He was also a noted chronicler of the world of the British empire. In this class, we will read the short stories, poems and novels that Kipling wrote about India – including his most famous novel, Kim. Students will explore the intersections between Kipling’s stories and the history of British rule in India, and also consider the broader question of how fictional works can be used to explore the history of past cultures.

Ethiopia, one of the oldest states in Africa, has a rich history that is often enveloped in myths and legends. Home to a number of ethnic and religious communities, Ethiopia’s political geography changed as new dynasties came to the forefront. Each new dynasty offered its own creation myth that legitimated its power and control over other communities. Ethiopia’s colorful and dynamic history has helped nurture the political aspirations of many beyond its boundaries. Christian chroniclers claimed it as the home of the Queen of Sheba. Continental Africans and Africans in the diaspora celebrated it as a symbol of African achievement and a beacon of independence because it was the only indigenous African state to retain its independence following Europe’s division of Africa in the nineteenth century. The name of Ethiopia’s last emperor before he assumed the throne, Ras Tafari, helped launch a new religion – Rastafarism. This course juxtaposes Ethiopian history against the myths and legends that shaped Ethiopia and gave rise to Ethiopianism, a complex array of cultural, religious, and political movements in other parts of Africa as well as the African diaspora.
HIST 1511  Weil, R.
The Making of Modern Europe, 1500 to the present (HB) (HA-AS)

MW  10:10-11:00

Each student must enroll in a section.

This course surveys major developments since 1500, including the Protestant Reformation and Catholic Counter-Reformation, the Enlightenment, the French Revolution, Imperialism, Fascism and Communism, World Wars I & II, the Cold War, decolonization, the welfare state and the emergence of a "new world order." Prominent themes are the changing experience of violence, the relationship of Europe to the rest of the world, and the tensions within and among national, ethnic and "Western" identities. This course fulfills some of the traditional goals of a "great books" course through exposure to major thinkers like Luther, Hobbes, John Stuart Mill, and Karl Marx, but it also introduces other kinds of historical sources, such as personal memoirs, parliamentary debates, and film. (non-US)

HIST 1575*  Von Eschen, P.
History Goes to Hollywood (HA-AS)

MWF  11:15-12:05

From the inception of the film industry, depictions of historical events have captured the attention of screen writers, directors and not the least audiences; often making deep impressions on a particular generation’s common sense about events in the distant or recent past. This class will examine some of the most influential historical films such as: A Foreign Affair, Spartacus, The Ten Commandments, Reds, Schindler’s List, Apocalypse Now, Argo, Black Hawk Down, JFK and Selma. Films will be available on Blackboard through streaming. We will spend approximately two weeks on each film, reading historical essays on the period depicted as well as film and cultural analysis. Classes will combine lecture format for historical framing and context with elements of flipped classroom. Films will be viewed outside the classroom and in class we will view clips and discuss them in tandem with the readings.
**History Courses**

**HIST 1585**  Glickman, L  AMST  1585

**Sports and Politics in American History (HA-AS)**

TR  11:40-12:55  

*In Spring 2017 this class will run as the Milman course on sports & American culture.*

This survey course will explore the relationship between sports and politics over the course of American history from the nineteenth century to the present. Sports and politics have come together surprisingly frequently in the last two centuries and this course will take a “case study” method to examine particular episodes of politicized sports. In the course of our investigations, we will the following questions: How do we define politics? How have sports acted as a place for subversion and resistance? Conversely, how have sports reflected the power structure? No background knowledge is necessary. Course materials will include memoirs, articles, and a variety of visual sources, including film and photography. Course requirements will include a research paper.

**HIST 1600**  Friedland, P.  Verhoeven, C.

**History of Law: Great Trials (HA-AS)**

TR  10:10-11:00  

*Each student must enroll in a section.*

Through discussion of a variety of high profile and lesser-known trials throughout history, this course will examine a range of issues in the history of law and criminality. We will study the relationship between ideology and law in different societies, the politics of trials, the theory and practice of punishment, and the relationship of trials to terror(ism) and social marginalization. Cases to be covered include: Socrates, Jesus Christ, Joan of Arc, the French Revolutionary Terror, the Russian revolutionary terrorists, the Dreyfus Affair, the Stalinist show trials, Charles Manson, OJ Simpson, and Pussy Riot. (non-US)
This course explores the history of imperial China between the 3rd century B.C.E. and the 16th century C.E. with a focus on the following questions: How did imperial Chinese states go about politically unifying diverse peoples over vast spaces? How did imperial Chinese approaches to governance and to relations with the outer world compare with strategies employed by other historical empires? How did those approaches change over time? How did major socio-cultural formations — including literary canons; religious and familial lineages; marketing networks; and popular book and theatrical cultures — grow and take root, and what were the broader ramifications of those developments? How did such basic configurations of human difference as Chinese (civilized)-barbarian identity, high-low status, and male-female gender operate and change over time? (pre-1800/non-US)

This class focuses on trade in global history – arguably the single most important connective strand between people and societies over the course of human history. Trade has expanded human horizons from earliest known times to the present, and has linked disparate cultures in a centuries-long embrace for several millennia. Many of the things that we take for granted as being part and parcel of our day-to-day worlds are the result of these centuries of commerce, so much so that we see them now as “local” rather than hailing from distant shores. This class will try to disentangle some of these long histories, from Antiquity to the present, and show how the world was brought together in a weave of trade routes over the passage of the centuries. Our vantage will be resolutely global in studying these processes, crossing all continents and the ”seven seas” in our wake.
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<tr>
<td>HIST 1960</td>
<td>Craib, R.</td>
<td>Latin America &amp; the Modern World (GB) (HA-AS)</td>
<td>TR 12:20-1:10</td>
<td>LATA 1960</td>
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A survey of the social, political, cultural and economic history of Latin America from roughly 1800 to the present. Primary aim is to develop a mental map of the history of Latin America - of prominent themes and issues; of historical eras and trajectories. Given the vastness of Latin America, and its somewhat arbitrary composition as an object of study, the approach of the course is thematic and chronological rather than regional. We will pay attention to a number of more specific and interconnected themes: the development of, and relationship between, economies and processes of state formation; the complex roles Britain and the U.S. have played in the region, but always with an appreciation for how Latin Americans have shaped their own histories and those of the U.S. and Britain; the ways in which non-elites - slaves, workers, peasants, among others - have shaped history; the politics of the production of history; and Latin America's 'situatedness' in a broader world. Weekly readings include historical and theoretical works, memoirs, speeches, documents and novels. (non-US)

What is the Caribbean? How did its native inhabitants fared in the aftermath of the arrival of Europeans? How did the region shift from a Spanish Lake to a heavily contested geopolitical site where all European powers vied for political and commercial superiority? What were the main production systems of the region and how did they result in dramatic environmental change? How did the eighteenth-century revolutions transform the Caribbean? In this introductory survey to Caribbean history we will answer these and many other questions through the study of the political, economic, social, cultural, and environmental transformations of the Caribbean from the arrival of Columbus to the era of the Haitian Revolution. We will follow indigenous people, Spanish conquistadors, English, Dutch, and French pirates and privateers, planters, and merchants, imperial officers, slaves, sailors, and revolutionaries as they adapted to the multiple transformations that shaped this region. Through lectures, discussions, and readings of primary and secondary sources we will navigate the Caribbean in a quest to understand the historical processes that gave shape to this tropical paradise. (pre-1800/non-US)
HIST 2006  Baptist, E.  ASRC 2006
Understanding Global Capitalism Through Service Learning (GB) (CU-CEL, CU-ITL)  AMST 2016
MW  7:30-8:45pm

This course is a seminar focused on a service-learning approach to understanding the history of neoliberal transformations of the global economy through the lens of an island (Jamaica) and a community (Petersfield.) Building on the success of last year’s global service-learning course and trip to Petersfield, and now bringing the course under the auspices of both the Engaged Cornell and Cornell Abroad administrative and funding capabilities. Students will attend class each week and will also take a one-week service trip over spring break to work with the local community partner (AOC) in Petersfield. We will also work with Amizade, a non-profit based in Pittsburgh, who is the well-established partner of the AOC and which works with numerous universities on global service learning projects. They have a close relationship with CU Engaged Learning and Research.

HIST 2181*  Hull, I.
States and Failed States (HA-AS)

MW  2:55-4:10

This sophomore seminar examines the theory and (often failed) practice of the state from absolutism to modern times. Students read famous theorist, lawyers, historians, social scientists, and diplomatic documents to explore the rights and obligations that states hold to their own subjects/citizens and to their fellow states. They will follow how these theories changed over time, and then test them against real examples of famous state failures, such as France just before the Revolution, Serbia in 1914, Nazi Germany, and Syria/Iraq/ISIS. (non-US)
HIST 2209*  Hinrichs, TJ.
Daoist Traditions (HA-AS)
TR   2:55-4:10

In this course we will examine the modes of philosophical and spiritual inquiry, varieties of spiritual/bodily cultivation and practice, and religious organizations and movements in China that we know as Daoist (or “Taoist”). We will examine the ways in which Daoism was used variously to contest or legitimate imperial political power, and how the procedures and ideologies of the imperial state in turn informed Daoist theory and practice. Throughout, we will examine the ways in which standard modern western dichotomies, such as sacred/secular, spiritual/physical, and mind/body, break down when we try to apply them to the study of Daoism. Course will focus on the period from the fourth century B.C.E. to the thirteenth century C.E. (pre-1800/non-US)

HIST 2220  Glickman, L
From the New Deal to the Age of Reagan (HA-AS)
TR   2:55-4:10

Interested Juniors and Seniors should contact Professor directly at lbh49@cornell.edu.

This seminar will explore some of the major political and cultural trends in the United States, from the era of the Democratic New Dealer, Franklin D. Roosevelt, through the era of the conservative Republican, Ronald Reagan? This seminar will explore through primary source research and secondary readings the key economic, political, and cultural characteristics and transformations of the period from 1930 though the turn of the century. The course will examine the rise, persistence, and breakdown of the so-called “New Deal Order” and the crucial political shifts that we call the “Reagan Revolution.” A key theme in this course will be the transformations and critiques of American liberalism and conservatism.
Dazed and Confused: US Drug & Alcohol Politics (HA-AS)

MW  2:55-4:10

Sophomore Seminar. Open only to Sophomores during pre-enrollment (all students can enroll during Add/Drop).

How did some intoxicating substances come to be illegal, while others are socially accepted? What is the role and responsibility of the state in managing the use and abuse of drugs and alcohol? This seminar examines the history of the nation’s efforts to control and regulate intoxicants, with special attention given to why specific substances are criminalized and decriminalized at various points in history. It will focus on the relationship between social, economic, and political upheaval and campaigns to crack down on drugs. The course also investigates the growing trend to approach some drug and alcohol abuse as a medical problem and the rise of self-help societies and substance abuse rehabilitation. For example, we will examine state responses to opium use by middle class white women and Chinese immigrants during the 19th century, the passage and repeal of Prohibition, and the contemporary “War on Drugs.”

Environmental History (HB) (HA-AS)

TR  11:15-12:05

Students must enroll in a section. Open to Freshmen.

This lecture course serves as an introduction to the historical study of humanity's interrelationship with the natural world. Environmental history is a quickly evolving field, taking on increasing importance as the environment itself becomes increasingly important in world affairs. During this semester, we'll examine the sometimes unexpected ways in which "natural" forces have shaped human history (the role of germs, for instance, in the colonization of North America); the ways in which human beings have shaped the natural world (through agriculture, urbanization, and industrialization, as well as the formation of things like wildlife preserves); and the ways in which cultural, scientific, political, and philosophical attitudes toward the environment have changed over time. This is designed as an intensely interdisciplinary course: we'll view history through the lenses of ecology, literature, art, film, law, anthropology, and geography. Our focus will be on the United States, but, just as environmental pollutants cross borders, so too will this class, especially toward the end, when we attempt to put U.S. environmental history into a geopolitical context. This course is meant to be open to all, including non-majors and first-year students. There are no prerequisites.
### History Courses

**HIST 2680** Kohler-Hausmann, J

| The United States in the 1960s and 1970s (HA-AS) |
|-----------------|-----------------|
| **MW** 10:10-11:00 |

This lecture course explores the dramatic cultural, economic, and social upheavals in U.S. society during the 1960s and 1970s. It will primarily focus on the dynamic interactions between formal politics, the state, the economy, and the era’s mass movements on the right and the left. Among other things, we will explore the history and legacy of the Civil Rights and Black Power Movements, the Vietnam War, deindustrialization, “white flight,” the War on Poverty, the War on Crime, Watergate, the “rise of the right,” and women’s changing roles.

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**HIST 2750** Ghosh, D.

| History of Modern India (GB) (HA-AS) |
|-----------------|-----------------|
| **MWF** 9:05-9:55 |

*Each student must enroll in a section.*

This introductory course is a broad survey of the history of the Indian subcontinent from remnants of the Mughal empire through the end of the British empire into the postcolonial present. Prominent themes include the emergence of nonviolent protest, religious and regional identities, ethnic rivalries, social reform and the “woman question,” deindustrialization, nationalism and the place of democracy and militarism in a region that includes two nuclear powers, India and Pakistan. (non-US)
HIST 2760    Travers, R.
The British Empire (HB) (HA-AS)

TR    1:25-2:15

This course considers how a small northern European kingdom acquired and then governed a vast global empire. Beginning with the navigators, pirates and settlers of the Elizabethan era, and ending with the process of decolonization after World War Two, we will explore the diverse character and effects of British imperialism in the Americas, in Asia, in Africa, and the Pacific, and consider the legacies of the British empire in the contemporary world. (non-US)

HIST 2791    Weiss, J.
International Humanitarianism (GB) (HA-AS)

TR    12:20-1:10

This course studies international humanitarian and human rights activities from their origins to the present. The ideological and social roots of humanitarian thought and action receive attention, as does the often-overlapping, sometimes conflictual relationship between humanitarianism and human rights advocacy. Case studies will include the anti-slavery movement, the activities of faith-based groups, biographical studies of pioneering individuals, and the international response to the creation of refugees and to various genocides. (non-US)
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<tr>
<td>HIST 2820</td>
<td>Seth, S.</td>
<td>11:15-12:05</td>
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<td>HIST 2985</td>
<td>Barwick, J.</td>
<td>2:55-4:10</td>
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**Science in Western Civilization: Newton to Darwin, Darwin to Einstein (HB) (HA-AS)**

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as cultural phenomena. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries. (non-US)

**Transformations in Twentieth Century China (GB) (HA-AS)**

The twentieth century was a time of unprecedented change in China as the country's ancient imperial system collapsed and a new modern order began to emerge. This course will explore the myriad transformations that occurred during this remarkable century of revolution and renewal. Among the major changes that we will focus on are the fall of the Qing dynasty, the intellectual awakening of May Fourth, the rise of the Nationalist party-state, and key events of the Communist era, such as the Great Leap Forward and Cultural Revolution under Mao Zedong and the capitalist reforms of Deng Xiaoping. The class will encourage historical reflection on China's engagement with the modern world in order to better understand the complex reality of China today. (non-US)
HIST 3542*  Minawi, M.  

Greece, Turkey, and the Levant, 1800-1950 (HA-AS)

TR  10:10-11:25

This course will take the students through the age of reforms in the Ottoman Empire, the rising of nationalism, and the encroachment of colonialism in the Middle East and the Balkans, and the collapse of the empire. Emphasis will be placed on analyzing various historical narratives of ethno-religious nationalisms using Turkey, Greece/Cyprus, and Lebanon/Syria. Prior knowledge of Middle East/Islamic history preferred but not required. (non-US)

HIST 3590  Rickford, R.

The Black Radical Tradition in the U.S. (HA-AS)

MW  2:55-4:10

This course provides a critical historical interrogation of what Black Marxism author Cedric Robinson called “the Black Radical Tradition.” It will introduce students to some of the major currents in the history of black radical thought, action, and organizing, with an emphasis on the United States after World War I. It relies on social, political, and intellectual history to examine the efforts of black people who have sought not merely social reform, but a fundamental restructuring of political, economic, and social relations. We will define and evaluate radicalism in the shifting contexts of liberation struggles. We will explore dissenting visions of social organization and alternative definitions of citizenship, progress, and freedom. We will confront the meaning of the intersection of race, gender, class, and sexuality in social movements.
HIST 3790  Hull, I.  The First World War

MWF  11:15-12:05
Each student must enroll in a section (R: 12:20-1:10).

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. We examine the workings of the modern state, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass violence and death, and the emergence of millenarian visions of the future. The course provides an in-depth introduction to 19th- and early 20th-century European international relations, diplomatic and military history. (non-US)

HIST 3960  Loos, T.
Southeast Asian History from the Eighteenth Century (GB) (HA-AS)

TR  1:25-2:40
Grads taking HIST/ASIAN 6960 must Audit this course.

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation. (non-US)
HIST 4000  Ghosh, D.

Introduction to Historical Research

M 2:30-4:25

Limited to 15 students.

This seminar is an introduction to the theory, practice, and art of historical research and writing. One key purpose of this course is to prepare students to work on longer research projects—especially an Honors Thesis. We will analyze the relationship between evidence and argument in historical writing; assess the methods and possible biases in various examples of historical writing; identify debates and sources relevant to research problems; think about how to use sources creatively; and discuss the various methodological issues associated with historical inquiry, analysis, and presentation.

This course is required for all students wishing to write an Honors Thesis in their senior year. It should be taken in either semester of the junior year, or in spring of the sophomore year if you are planning to be abroad in your junior year. NOTE: you do NOT need to be enrolled in the Honors Program in order to sign up for this course.

HIST 4002  Verhoeven, C.

Honors Research

T 12:20-2:15

Permission of Instructor required.

This course is designed to facilitate student’s successful completion of their History Department Honors theses through regular deadlines and small group writing workshops.
History Courses

HIST 4127*  Roebuck, K.  ASIAN  4415  FGSS  4127

Sex, Science, and Revolution in Asia, 1500-2000 (HA-AS)

T  12:20-2:15

History is full of sexual revolutions, and political revolutionaries often obsess over matters of sex. This course explores the links between sexual, political, and scientific revolutions in Asia from the early modern era to the present. Topics include the history of masculinity; the science of sex; body modification; fashion; sexual violence; homoeroticism; contraception, abortion, and infanticide; and the modernization of sex and gender under the major rival political movements in Asia: communism, feminism, imperialism, and nationalism. (non-US)

HIST 4175*  Maggor, N  AMST  4175

The First Age of Globalization

R  12:20-2:15

The period between around 1870 and World War I was an era of unprecedented global interconnectedness. Telegraph wires, steamships, and railways crossed oceans and continental frontiers, fundamentally changing how human beings understood their relationship to each other and to their world. This seminar will explore the period from a variety of vantage points. We will revisit sites on all continents and encounter a diverse cast of characters. Our goal will be to engage worldwide integration, not narrowly in economic terms, but as an array of profound social, political, cultural, and spatial transformations. How was space reordered and governed? What methods were used to mobilize labor? How did global connections shape inequality between and within societies, producing extraordinary prosperity alongside poverty, famine, and war? We will bring these questions to our conversations in a way that would both resonate with current events and enhance our understanding of particular national contexts. (non-US)
Religion and politics have had a complex relationship in Chinese history. While various systems of belief have been an integral part of state ideology or co-opted by the state to bolster its authority, they have also provided a potent basis for challenging the established order and fomenting rebellion. This course explores some of the major dimensions of this dynamic from ancient times up until the present day, with primary focus on the modern period. Considering such varied phenomena as imperial ritual sacrifice, the Taiping Rebellion, Tibetan Buddhism, and the current resurgence of religion under Communist rule, we will reflect on the dominant patterns and unique aspects of China’s church-state model. (non-US)

This course explores the processes and paradoxes of China’s engagement with the modern world from the late Qing dynasty to the early years of Communist rule. This period witnessed epochal changes in Chinese society and culture, ranging from the adoption of republican government and expansion of print culture to the promotion of women’s rights and explosion of nationalism. Taken together, these and other changes can be said to signify the emergence of Chinese modernity. Yet what exactly do we mean by the term “modernity”? And what makes modern China “modern”? This class will seek to answer these questions by examining in detail the concrete developments that were occurring in different spheres of Chinese society during the early twentieth century, while also considering the multiplicity of ways that scholars have utilized the concept of modernity to understand and analyze them. (non-US)
Marriage was the widely expected norm within African societies. The institution was an important marker of adulthood, linking individuals and lineages in a network of mutual cooperation and support. Marriage practices and the concomitant gender expectations varied significantly between societies, and over time. As a result, marriage and divorce are especially rich terrain for exploring social history, women's agency, discursive constructions of 'women', masculinity and gender relations of power. This course explores some of the newest scholarship on marriage by Africanist scholars. The readings demonstrate the wide cultural variety in marriage as well as the dynamic relationship between marriage and historical change. They especially highlight women's roles and expectations in marriage, masculinity and the ways men and women negotiated the rules and boundaries of marriage. (non-US)

Strategic decision-making in World War II. The course will be organized into a "task force" addressing crucial problems faced by the European-American Allies in World War II: the invasion of northwest Europe, strategic bombing tactics, the rescue of European Jews, and coordination with the Soviet Union. Individual papers and presentations to the group and to panels at Cornell and in Washington, D.C. (non-US)
History Courses

HIST 4546*  Minawi, M.
Ethnic and Religious Minorities in the Middle East (1800-1950) (HA-AS)
R 2:30-4:25

This seminar utilizes recent research on the concept of minorities in the Middle East during the late Ottoman Period, through the age of European colonialism, and post-colonial nationalisms. Following a case-study approach and relying on new research, we will focuses on the social and political histories of Armenians, Jews, Kurds, Greek Orthodox, Catholic, and non-Sunni Muslims in the Middle East. The running theme will be the trace the production of the category of “minorities” and how it plays in the geopolitical conflicts of the Modern Middle East. Authors of the works being read will be invited, whenever possible, to lead the seminar discussion. (non-US)

HIST 4585*  Von Eschen, P.
The Global Music Revolution (HA-AS)
M 2:30-4:25

This course will examine how music has traveled globally from the early twentieth century through the present. Thinking about music as a social force, our readings will cover large swaths of genre, time, politics, and geography. We will focus on the projects of the artists as well as asking how the production, distribution, and consumption of public music can illuminate the history of empire and other transnational practices, structures, and institutions." Topics will include: the first recordings and circulation of the melodies and rhythms of urban streets and dancehalls; affective relationship between jazz and cigarettes in interwar China; the sonic landscape of the U.S.– Mexico border; the music of the African American civil rights and decolonization movements; sounds of the anti-apartheid movement; and the critiques of post -9/11 U.S. empire by desi rappers. The class will be structured around weekly reading and discussions. Students will write response papers and develop a final project/presentation.
This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea. (pre-1800/non-US)
### HIST 6131* Bassi, E.  
**A Greater Caribbean: New Approaches to Caribbean History**  

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This course is taught in conjunction with a course of the same title and scope at Yale University with Professor Anne Eller. Over the thirteen weeks, we will engage with new work emerging about the Greater Caribbean in the context of Latin America, the African Diaspora, Atlantic History, Global History, comparative emancipation from chattel slavery, and the study of global revolution. Students will make in-class presentations that locate these titles in a deeper historiography with classic texts. This course crosses imperial boundaries of archives and historiography, in order to consider the intersecting allegiances, identities, itineraries, and diaspora of peoples, in local, hemispheric, and global context. Some central questions include: What is the lived geography of the Caribbean at different moments, and how does using different geographic and temporal frameworks help approach the region’s history? What role did people living in this amorphously demarcated region play in major historical transformations of the eighteenth and nineteenth centuries? How did the varied, but interconnected processes of Caribbean emancipation impact economic and political systems throughout the Atlantic and beyond? The course will conclude with a mini conference in which students of both universities will come together to discuss the state of the field and future directions in Caribbean history.

### HIST 6322* Rickford, R.  
**Readings in 20th Century African-American History**  

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This graduate seminar will explore major currents in historical writing about African-American life and culture in the twentieth century. Focusing on social, intellectual, and labor history, we will identify key themes in recent studies of the formation of modern black communities and politics before and after World War Two. The course will place special emphasis on class, gender, social movements, migration, and transnationalism.
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<tr>
<td>HIST 6350</td>
<td>Sachs, A.</td>
<td>The Writing of History</td>
<td>T</td>
<td>12:20-2:15</td>
<td>MCG 215</td>
<td>This graduate seminar approaches the writing of history as a problem rather than a given, as a craft or even an art rather than a standard method of presenting research. We'll consider as many kinds of history writing as possible, including some that are more traditional and some that are more experimental. To get at the complexity of the problem, we'll approach it from at least three distinct angles, examining the actual history of the writing of history (going back to Herodotus, &quot;The Father of Lies&quot;); the theory and philosophy of the writing of history; and current writing practices. Readings will range widely through time and space and will be assessed not just for the quality of their arguments or their place in a given historiography but also for their success as pieces of writing. We'll discuss such topics as narrative structure, the role of the first person, tone, character development, and the basic use of language. Students will also be expected to do a fair amount of writing for this class and to share their papers in a workshop setting—though no new research will be required during the semester. Obviously, the course is geared toward students in the History department, but anyone doing historical writing in any discipline whatsoever—English, Science and Technology Studies, Sociology, etc.—is warmly invited to sign up.</td>
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<tr>
<td>HIST 6482</td>
<td>Craib, R.</td>
<td>History/Geography/Theory</td>
<td>M</td>
<td>2:30-4:25</td>
<td>LATA 6482</td>
<td>Graduate students only. This seminar is a readings course on works from the past two decades that have wrestled theoretically, empirically, and narratively with the boundary between geography and history. The course is purposefully promiscuous, temporally and spatially, and the readings traverse wide swaths of time and space. Topics to be covered may include mapping, surveying, and exploration; the production of space; histories of property and enclosure; non-state spaces and counter-territorialities; development and 'nature'; and spatial subjectivities.</td>
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This seminar utilizes recent research on the concept of minorities in the Middle East during the late Ottoman Period, through the age of European colonialism, and post-colonial nationalisms. Following a case-study approach and relying on new research, we will focus on the social and political histories of Armenians, Jews, Kurds, Greek Orthodox, Catholic, and non-Sunni Muslims in the Middle East. The running theme will be the trace the production of the category of “minorities” and how it plays in the geopolitical conflicts of the Modern Middle East. Authors of the works being read will be invited, whenever possible, to lead the seminar discussion.

Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

Graduate Students must also Audit HIST 3960 (TR: 1:25-2:40).