

# History Courses

**HIST 1561**      **Minawi, M.**

**NES 1561**

## **Introduction to the Ottoman Empire (GHB) (HA-AS)**

TR      10:10-11:25

This course will introduce students to the study of the Ottoman Empire from its inception in the 12th century until the modernization reforms of the 19th century. Topics will include an introduction to the main timeline of the geographical expansion of the Empire, the consolidation of the imperial power during the “Golden Age” of Süleyman the Magnificent and finally the transformation in the imperial system of rule from the 17th to the 19th century. Special emphasis will be placed on the Ottoman diverse social make up and the evolution of the imperial and provincial governments’ relationships with the various socio-cultural groups, economic systems, legal practices, and inter-communal relations within the empire’s urban centers. This demanding course should provide the student with the necessary background knowledge to pursuing further studies in the history of the Modern Middle East and the Eastern Mediterranean. (pre -1800/non-US)

**HIST 1650**      **Weil, R.**

## **Myths of Monarchy in Europe, Medieval times to the present**

MW      10:10-11:00\*

*Each student must enroll in a section.*

Despite the presence of women and lunatics on the throne, monarchy was for centuries considered the best form of government. Even today we are fascinated by Diana, Will and Kate. Why? Using drama, visual arts, political treaties and court ritual we will examine how monarchy was legitimated, where power really lay, how gender and sexuality affected politics and how monarchy in modern times has intersected with popular culture and with modern ideologies like nationalism.

# History Courses

**HIST 1700**

**Norton, M.B.**

**Squyres, S.**

**ASTR 1700**

## **History of Exploration: Land, Sea, and Space (HA-AS)**

MW 10:10-11:00\*

*Each student must enroll in a section.*

From ancient seafarers to the Mars rovers, from Christopher Columbus to the Apollo astronauts, humans have for centuries explored the far reaches of our planet and are now venturing into the solar system and beyond. This course examines the history of such human activity. Among the topics covered are motives for exploration, technological advances that assist exploration, obstacles that must be overcome, the roles of leaders, the spread of information about exploration, and positive and negative consequences of exploration. It is led by Steven Squyres of Astronomy and Mary Beth Norton of History, with the assistance of guest lecturers. (non-US)

**HIST 1740**

**Hinrichs, T.J.**

**ASIAN 1174**

## **Imperial China (GHB)**

**CAPS 1740**

**MEDV 1740**

MW 11:15-12:05\*

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?

# History Courses

**HIST 1910**

Tagliacozzo, E.

Ghosh, D.

**ASIAN 1191**

**CAPS 1910**

## **Introduction to Modern Asian History**

MW 11:15-12:05\*

*Each student must enroll in a section.*

This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on the relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in the global economy and in world politics.

**HIST 1941**

Dear, P.

**STS 1941**

**BSOC 1941**

## **The History of Science in Europe: From the Ancient Legacy to Isaac Newton (HB)(HA-AS)**

TR 1:25-2:40

How did the approaches to knowledge of nature that developed in medieval and early-modern Europe create an enterprise that associated the practical manipulation of nature with scientific truth? This course surveys intellectual approaches to the natural world from the theologically-shaped institutions of the Middle Ages to the Scientific Revolution of the sixteenth and seventeenth centuries. Ancient Greek authors such as Aristotle and Archimedes were used in diverse ways that came to usher in an era of European global expansion. By the late 17th century, a new kind of practically-applicable science attempted to demonstrate Francis Bacon's famous claim that "knowledge is power."

# History Courses

**HIST 1950** Bassi, E.

**LATA 1950**

## **The Invention of the Americas (GHB) (HA-AS)**

TR 11:15-12:05\*

When did the 'Americas' come in to being? Who created 'them' and how? What other geographic units of analysis might we consider in thinking about what Iberian explorers and intellectuals initially called the 'fourth part' of the world? Given the scope and extent of the Spanish and Portuguese empires, could 'the Americas' extend from the Caribbean to the Philippines? This course takes up such questions as a means to explore the history of what would become—only in the nineteenth century—'Latin America.' We move from the initial "encounters" of peoples from Africa and Iberia with the "New World," the creation of long-distance trade with, and settlement in, Asia, and the establishment of colonial societies, through to the movements for independence in most of mainland Spanish America in the early 19th century and to the collapse of Spanish rule in the Pacific and Caribbean later that century. Through lectures, discussions and the reading of primary sources and secondary texts, the course examines the economic and social organization of the colonies, intellectual currents and colonial science, native accommodation and resistance to colonial rule, trade networks and imperial expansion, labor regimes and forms of economic production, and migration and movement.

**HIST 2155\*** Litvak, Olga

## **The Invention of Religion**

MW 8:40-9:55

Religion is a term with a rich history but without a precise definition. Everyone can describe a religious idea or a religious experience even though there is no agreement about what it is that makes an idea or an experience religious. How did this state of things come about? What is it that makes religion both one thing and many things? Why do we apply this concept to Christianity, Islam and Judaism and to the deep feelings we associate with secular forms of devotion and enthusiasm — for food, for love, for family, for art, for sport? In this seminar, we will discover that religion is a distinctly modern concept, developed to address the psychological and social needs of Europeans increasingly adrift from the traditional communal practices and moral commitments of their parents and grandparents. Tracing the history of "religion" — rather than the history of religions — from the age of Immanuel Kant to the age of Emmanuel Levinas, we will examine paradoxical connection between the rise of religion and the decline of faith.

# History Courses

**HIST 2163** Weiss, J.

## **History of the United Nations (HA-AS)**

TR 2:55-4:10

*Seminar, limited to 15 students.*

A general history of the United Nations from its origins to the present. The course will deal with changes in the missions and operations of all the major departments of the UN and its associated organizations such as the World Health Organization and the Food and Agriculture Organization, but the emphasis will be on the crisis activities of the Security Council and peacekeeping activities in the field. (non-US)

**HIST 2209** Hinrichs, T.J.

## **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)

**RELST 2209**  
**ASIAN 2289**  
**CAPS 2209**

# History Courses

**HIST 2315**      Roebuck, K.

**ASIAN 2258**

**The Occupation of Japan (GB) (HA-AS)**

MW      7:30-8:45

In August 1945, Japan was a devastated country – its cities burned, its people starving, its military and government in surrender. World War II was over. The occupation had begun. What sort of society emerged from the cooperation and conflict between occupiers and occupied? Students will examine sources ranging from declassified government documents to excerpts from diaries and bawdy fiction, alongside major scholarly studies, to find out. The first half of the course focuses on key issues in Japanese history, like the fate of the emperor, constitutional revision, and the emancipation of women. The second half zooms out for a wider perspective, for the occupation of Japan was never merely a local event. It was the collapse of Japanese empire and the rise of American empire in Asia. It was decolonization in Korea and the start of the Cold War. Students will further explore these links through individual research on comparative occupation. (non-US)

**HIST 2541**      Byfield, J.

**ASRC 2308**

**Modern Caribbean History (GB) (HA-AS)**

**LATA 2308**

MW      2:55-4:10

This course examines the development of the contemporary Caribbean since the Haitian Revolution. Our attention will focus on the nineteenth and twentieth centuries and our readings pay particular attention to the ways in which race, gender, and ethnicity shape the histories of the peoples of the region. The course uses a pan-Caribbean approach by focusing largely on three islands - Jamaica, Haiti and Cuba - that belonged to competing empires. Although the imperial powers that held these nations shaped their histories in distinctive ways these nations share certain common features. Therefore, we examine the differences and similarities of their histories as they evolved from plantation based colonies to independent nations. (non-US)

# History Courses

**HIST 2630**

**Jonsson, M**

**RELST 2640**

## **Histories of the Apocalypse: From Nostradamus to Nuclear Winter (HA-AS)**

TR 12:20-1:10

Brexit, immigration, and the election of Donald Trump have all been recently heralded as signs of an imminent apocalypse. Films and fiction are saturated with images of zombies, environmental catastrophe, or nuclear disaster. Why are we so fascinated with the end of the world, and what is the genealogy of this imagery? What can visions of Armageddon tell us about past societal hopes and anxieties? How were they used to make claims about human nature and about who did and did not deserve salvation? This course traces apocalyptic thought from the Protestant reformation onwards, with a particular emphasis on Central and Eastern Europe. Case studies range from radical millenarian sects to Chernobyl, and readings include all from Dostoevsky to Czech New Wave cinema. (pre-1800/non-US)

**HIST 2650**

**Strauss, B.**

**CLAS 2675**

## **Ancient Greece from Helen to Alexander (HA) (HA-AS)**

TR 11:40-12:55

An introduction to ancient Greek history from the era of the Trojan War to the conquests of Alexander the Great. Topics include the rise and fall of the Greek city-state, the invention of politics, democracy, warfare, women and the family. Course readings are in classical texts and modern scholarship. (pre-1800/non-US)

# History Courses

**HIST 2749** Travers, R.

**ASIAN 2274**

## **Mughal India and the Early Modern World, c. 1500-1800**

TR 1:25-2:40

Starting with the appearance of European trading companies and the establishment of the Mughal empire around 1500 and ending with the establishment of British dominance by 1800, the readings focus on recent debates over India's place in a global economy in the early modern period. The three major themes emphasize 1) state-formation on the Indian subcontinent; 2) encounters with peoples from beyond the subcontinent through commercial, diplomatic, military and maritime activities; and 3) exchanges of consumer goods and aesthetic practices.

**HIST 2931\*** Du, Mara Yue

**CAPS 2931**

## **China's Early Modern Empire**

**ASIAN 2293**

TR 8:40-9:55

The Great Qing (1644-1911), a multi-ethnic empire that conquered China proper from the northeastern borderlands, expanded into central Asia, Mongolia, and Tibet, and consolidated the China-based empire's control over its southwestern frontiers. An heir to both Chinese and Inner Asian traditions, the Qing empire laid the foundation for the modern Chinese nation-state. In this course, students will focus on the political, legal, social, cultural, and intellectual aspects of China's last empire. Students will also locate the early modern Chinese empire in a regional and global context, examining its power influence in Korea and Southeast Asia, and its encounters and interactions with Western and Japanese imperialist powers. These encounters and interactions contributed to the domestic turmoil and foreign invasions that would eventually lead to the decline and demise of the Chinese empire, but they also gave rise to new forces that would shape the fate of modern China in the twentieth and twenty-first centuries.

# History Courses

**HIST 3652**     **Greene, S.**

**ASRC 3652**

## **African Economic Development Histories (GHB) (HA-AS)**

MWF   11:15-12:05

What impact did Africa's involvement in the slave trade and its colonization by Europe have on its long term economic health? What role have post-independence political decisions made within Africa and by multi-national economic actors (the World Bank and the IMF, for example) had on altering the trajectory of Africa's economic history? Does China's recent heavy investment in Africa portend a movement away from or a continuation of Africa's economic underdevelopment? These questions and others will be addressed in this course. (non-US)

**HIST 3710**     **Weiss, J.**

## **World War II in Europe (HA-AS)**

TR     11:40-12:55

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings will examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture. (non-US)

# History Courses

**HIST 4120** Dear, P.

**STS 4120**

**The Scientific Revolution in Early-Modern Europe (HB) (HA-AS)**

**BSOC 4121**

W 2:30-4:25

*Limited to 15 students.*

Modern science is often seen as having been originally developed in Europe in the sixteenth and seventeenth centuries. Copernicus, who set the Earth in motion around the sun in the early 16th century, and Newton, who made the universe an infinite expanse filled with gravitational attractive forces, at the end of the 17th, frame this crucial period of European expansion. The new universe was invented at the same time as the discovery and exploitation of the New World and the establishment of new trading relationships with the East. This course, a weekly 400-level seminar, examines the new ideas and approaches to nature promoted by European philosophers and mathematicians as part of this outward-looking enterprise aimed at the practical command of the world. We will read works by such people as Copernicus, Kepler, Bacon, Galileo, Descartes, Newton, and others, as well as important secondary literature, in order to understand how European thought attempted to integrate nature, God, and the state into new ways of making usable knowledge of the world.

**HIST 4772\*** Du, Mara Yue

**HIST 6772\***

**China Imagined: The Historical and Global Origins of the Chinese Nation**

**ASIAN 4478**

**CAPS 4772**

T 10:10-12:05

As China, with its “China Dream,” rises in power on the global stage, what “China” means to its inhabitants and outsiders has become an issue increasingly relevant to business, international relations, and cultural exchange, and a topic that draws intensive attention from historians and social scientists. This course brings together undergraduate and graduate students who are interested in shifting meanings embedded in the concept of “China,” either as part of their research agenda, or as a useful lens for comparative analysis. Focus will be on how China as an Empire/ a Nation was conceptualized by different people in different periods and in different contexts, and on the reality and representation of China as political, cultural, racial, and geographical entities.