

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 1740 Hinrichs, T.J.

Imperial China (GHB)

MW 11:15-12:05*

ASIAN 1174

CAPS 1740

MEDV 1740

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?

HIST 1941 Dear, P.

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

TR 1:25-2:40

STS 1941

BSOC 1941

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 2209 Hinrichs, T.J.

Daoist Traditions (HA-AS)

RELST 2209

ASIAN 2289

CAPS 2209

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 2630 Jonsson, M

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

RELST 2640

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)

History Courses

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)

HIST 2665 **Parmenter, J.**

AMST 2665

The American Revolutionary Era (HB) (HA-AS)

MW 9:05-9:55

As we approach the 250th anniversary of the signing of the Declaration of Independence, this course provides students with a comprehensive understanding of the origins, character, and results of the American Revolution, as well as engaging the enduring significance of its memory in contemporary American life - why do we choose to remember the American Revolution in ways that occlude its divisive and bloody events? This course explores many of the key themes of this critical period of American history: the rise of colonial opposition to Great Britain, the nature of the Revolutionary Wars, and the domestic "republican experiment" that followed the Treaty of Paris in 1783. The course emphasizes student interpretations with an eye toward analyzing the comparative experiences of women and men, "everyday people" and famous leaders, Native Americans, African-Americans, and those who opposed the Revolution. Course work will include analysis of contemporary public memory of the Revolution, Discussion sections, two examinations, two short document analysis papers, and a research essay.

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 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.