

# History Courses

**HIST 1180** Falk, O.

**FWS: Viking America**

TR 11:40-12:55

Five centuries before Columbus's fateful journey, Europeans in flimsy wooden ships were trekking westward across the Atlantic. This course examines the Norse discovery of America ca. 1000 AD, focusing on the so-called 'Vínland sagas.' We will study these sagas as medieval historians' attempts to write about their own past, contrasting their works with modern historians' takes on the same issues. We will also engage with Native American perspectives, with the contact zone between texts and material evidence, and with the afterlife of the Norse journeys in popular imagination. Students will write short essays reviewing and reassessing existing historiography, with the aim of refining our sense of the relationship between events and their textualisation, both now and in the past.

**HIST 1321** King-O'Brien, K.

**FWS: Post-World War II America: Crisis and Continuity**

TR 1:25-2:40

Why are the years following World War II considered so remarkable in the landscape of American history? Several critical events and debates that rocked the nation from the 1940s onward reverberate today, such as involvement in wars, civil rights, women's rights, concerns about teenagers, and crises in American cities. Enriched by a variety of primary sources, including films and TV shows, this course analyzes the central events, people, and forces that transformed American society and culture from the years after World War II to the present. The course aims to help students learn how to write persuasively about scholarship and primary sources, while gaining a deeper appreciation for the lasting influence of the major events, crises, and interpretations of post-World War II American history.

# History Courses

**HIST 1402** Tagliacozzo, E.

**FWS: Global Islam**

TR 2:55-4:10

This course looks at Islam as a global phenomenon, both historically and in the contemporary world. We spend time on the genesis of Islam in the Middle East, but then move across the Muslim world in various weeks (to Africa; Turkey; Iran; Eurasia; Southeast Asia; East Asia) and to the West to see how Islam looks across global boundaries. The course tries to flesh out the diversity of Islam within the central message of this world religion.

**HIST 1460\*** Parmenter, J.

**FWS: Papers of Empire: Writing and the Colonization of America from Columbus to Lewis and Clark**

MWF 9:05-9:55

When Christopher Columbus left what Europeans believed to be the known world in 1492 in quest of empire his decision to keep a journal established a critical link between writing and the colonization of the "New World." For the next three centuries Europeans strove to establish and maintain authority over peoples and territories via networks of information that flowed back and forth across the Atlantic Ocean (and later, the continental United States) in bundles of paper. This course examines the relationship between writing (considered broadly to include journals, letters, diaries, books, reports, maps, and drawings), and European nations' expropriation of millions of prior inhabitants of the western hemisphere. How did Europeans, and later, Americans use writing to facilitate the process of conquest?

# History Courses

**HIST 1511**      Robcis, C.

**The Making of Modern Europe, 1500 to the present (HB) (HA-AS)**

TR      11:40-12:55

*Each student must enroll in a section.*

How do we make sense of the Brexit vote in Great-Britain, the rise of political Islam and the “veil” debates in France, the anti-globalization movements in Spain and Greece, the growth of demagogic anti-immigrant parties from the Netherlands to Italy, or the fact that Swedes get more than thirty paid days off per year? This course seeks to answer these questions by exploring the history of modern Europe. Among other themes, we will discuss the Protestant Reformation, the rise of absolutism, the Enlightenment, the French Revolution, industrialism, colonialism, the Russian Revolution, the two world wars, decolonization and immigration, May '68, and the construction of the European Union. In conjunction, we will examine how modern ideologies (liberalism, Marxism, imperialism, conservatism, fascism, totalitarianism) were developed and challenged. Through a wide array of historical documents (fiction, letters, philosophy, treatises, manifestoes, films, and art), we will consider why “old Europe” is still relevant for us today. (non-US)

**HIST 1540**      Maggor, N

**American Capitalism (HA-AS)**

**AMST 1540**

**ILRST 1845**

MW      2:55-4:10

*Each student must enroll in a section.*

This course studies the history of American capitalism. It helps you to answer these questions: What is capitalism? Is the U.S. more capitalist than other countries? How has capitalism shaped the history of the United States? Has it been a force for freedom, or is it a system of exploitation? What is its future? Through lectures, readings, and discussions, we'll give you the tools to win all your future arguments about capitalism, pro and con. And we won't even charge you the full market price.

# 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 1575**      **Von Eschen, P.**

**AMST 1575**

## **History Goes to Hollywood (HA-AS)**

TR      10:10-11:25

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 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 1930**

**Ghosh, D.**

**FGSS 1940**

## **A Global History of Love (HA-AS)**

**LGBT 1940**

**ASIAN 1193**

TR 11:40-12:55

*University Course*

By posing seemingly simple questions such as what is love and who has the right to love, this introductory-level lecture course surveys how love has been experienced and expressed from the pre-modern period to the present. Through case studies of familial and conjugal love in Africa, Asia, the US, Europe, and South and Latin America, the course will examine the debates about and enactments of what constitutes the appropriate way to show love and affection in different cultures and historical contexts. Among the themes we will explore are questions of sexuality, marriage, kinship, and gender rights. A final unit will examine these themes through modern technologies such as the Internet, scientific advances in medicine, and a growing awareness that who and how we love is anything but simple or universal.

# History Courses

**HIST 1942** Dear, P.

**STS 1942**

**The History of Science in Europe: Newton to Darwin; Darwin to Einstein  
(HB) (HA-AS)**

**BSOC 1942**

TR 10:10-11:25

What is modern science? And how did it get that way? This course examines the emergence of the dominant scientific world-view inherited by the 21st century, to trace how it, and its associated institutional practices, became established in largely European settings and contexts from the 18th to the early 20th centuries. It focuses on those broad conceptions of the universe and human knowledge that shaped a wide variety of scientific disciplines, as well as considering the twin views of science as “natural philosophy” and as practical tool. (non-US)

**HIST 1950** Romero, S

**LATA 1950**

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

MW 10:10-11:00

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. (pre-1800/non-US)

# History Courses

**HIST 1955** Craib, R.

## **No gods, no masters: Histories of Anarchism (HA-AS)**

TR 12:20-1:10

Anarchism. What is it good for? A political philosophy and approach to social organization that arose simultaneously with other grand “-isms,” anarchism, perhaps more than any other idea and practice, has been condensed down by its critics and observers into a vague set of often contradictory caricatures. Is ‘it’ characterized by bohemian communities of nihilists, their rebellion culturally innovative but politically impotent, book-ended by Friedrich Nietzsche and Johnny Rotten; or is ‘it’ individualist libertarians who walk in the ideological footsteps of Ayn Rand and Milton Friedman rather than Mikhail Bakunin and Peter Kropotkin; or, most famously, is ‘it’ a murky underworld of conspiratorial bomb throwers, held together less by bonds of solidarity than by a commitment to violence? This course provides some relief from such limited and constraining perspectives by taking anarchism seriously as a lived tradition of direct, non-hierarchical democracy. (non-US)

**HIST 2090** Norton, M.B.

## **The Salem Witchcraft Crisis of 1692 (HB) (HA-AS)**

MW 2:55-4:10

*Interested freshmen should contact the professor for special permission.*

The Salem Witchcraft Crisis of 1692. Even though many books have been written about this endlessly fascinating episode in American history, numerous aspects of it remain unexplored. After reading some of the latest books and articles on the subject, as well as contemporary accounts of other New England witchcraft cases, students will focus on researching and writing their own original interpretations of some aspect of the 1692 crisis that interests them. The best papers in the course will have the opportunity to be “published” on the Cornell witchcraft collection website. (Some student papers from past years have been cited in recent Salem scholarship.) (pre-1800)

**AMST 2090**  
**FGSS 2090**

# History Courses

**HIST 2145\*** Johnson, A.

## **Food in America**

TR 11:40-12:55

This course examines the history and culture of food in the United States over the last hundred years. Looking closely at contemporary food culture, we will ask questions such as: What are the origins of convenience foods? Who were America's most influential cooks? What is American cuisine? What is the cultural meaning of a "proper" diet?

Thematically organized, course topics include food and technology, food art, labor and tipping practices, food activism, consumerism, taste and eating behavior, fusion cuisine, and the celebrity chef. Creative assignments include a writing a restaurant review, conducting a food observation and interview, and innovating a new food invention.

**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)

# 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 2465**      Barwick, J.

**ASIAN 2266**

## **Democracy and Modern China**

TR      1:25-2:40

Chinese political culture has long been characterized by authoritarianism, from the time of the old imperial order up until the present Communist era. Yet the twentieth century in China witnessed a profound engagement with notions of democracy that was evident in the realms of both political discourse and political practice. This course will explore the many fascinating forms that this engagement took, from attempts to transform the ailing Qing dynasty into a constitutional monarchy to the establishment of a short-lived republic by Sun Yatsen, from the lionizing of “Mr. Democracy” during the May Fourth movement in the 1920s to the trumpeting of “New Democracy” by Mao Zedong twenty years later, and from movements for democratic change under Communist rule such as the Tiananmen Square protests to the flourishing of democratic ideals in the present-day Hong Kong and Taiwan. The aim of the course will be to reflect on how democracy as a political concept has been understood and used in different contexts and the nature of its role in China’s modern political evolution. (non-US)

# History Courses

**HIST 2541** Byfield, J.

**ASRC 2308**

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

**LATA 2308**

CANCELLED

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)

**HIST 2630\*** Jonsson, M

**RELST 2640**

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

TR 10:10-11:00

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)**

MW      11:15-12:05

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 2664\***      Parmenter, J.

**AMST 2664\***

## **What's Colonial About Early America? (HA-AS)**

MW      11:15-12:05

Many Americans envision the colonial period as a relatively quaint and benign time dominated by Pocahontas, the Pilgrims, and provinciality. Pairing the term "colonial" with "America" also tends to render the nearly-three centuries between Europeans' arrival in the western hemisphere and the Declaration of Independence as the prehistory of the United States when in fact multiple colonial regimes existed in North America at any time prior to 1776. This course investigates the rich, complex, and violent history of early America with the objective of a fresh appreciation of its "colonial" aspects – natural resource extraction, territorial expropriation and displacement of indigenous peoples, exploitation of enslaved labor, and the imposition of juridical authority over "settled" spaces – with an eye toward a better understanding of the larger patterns of domination (however incomplete) in which the emergent international state system and global capitalism creating imbalances of wealth and power that persist to this day. In addition to exploration of familiar sites like the thirteen Anglo-American colonies, the course will venture into less well-known areas (including those outside contemporary national American boundaries) to enhance students' appreciation of the diversity of human in experience in early America via comparative analysis. (pre-1800)

# History Courses

**HIST 2690** Verhoeven, C.

## **History of Terrorism**

MW 10:10-11:00

This lecture course examines approaches to the study of European terrorism. It will cover 1) the history of terrorism as it developed over the course of the modern era (in the process distinguishing terrorism from other forms of modern political violence, e.g. partisan warfare, state terror, etc.) and 2) the ways terrorism has been perceived, presented, and remembered by contemporaries and subsequent generations. Questions, therefore, will include the following: How has terrorism been approached by political theory, history, literature, etc.? How have these approaches constructed terrorism as an object of scientific investigation? How were terrorists perceived and represented by their contemporaries (in the press, literature, the arts)? How did terrorists represent themselves (in political pamphlets, autobiographies, fiction)? Readings will include archival materials, manifestos, memoirs, and novels, as well as classic pieces of political writing (e.g. Lenin, Schmitt, Arendt). (non-US)

**HIST 2726\*** Sachs, A.

**AMST 2726**

## **Culture and Identity in Modern America: The 19th Century (HA-AS)**

TR 11:15-12:05

*Each student must enroll in a section. Students cannot take both HIST 3450 and HIST 2726 for Credit.*

The nineteenth century changed everything in the United States: it gave us what we think of as modern American culture. The nation went from rural, agrarian, economically dependent, partially enslaved, and otherwise relatively homogeneous, to urban, industrial, economically powerful, emancipated, and relatively heterogeneous. Americans embraced corporate capitalism and consumerism at the end of the century, and that, in particular, has had a lasting impact. This course examines all those changes, with an emphasis on the development of cultural and intellectual diversity in the United States. Key topics and themes include: literature; slavery, abolition, and racial issues; the women's movement; Darwinism and Social Darwinism; professionalization; individualism; landscape and environment; class and capitalism; responses to industrialization and modernization; expansion and the western frontier; and visual culture. We'll focus on both ideas and individuals, using mostly primary documents but contextualizing and cross-examining them as we go. Perhaps the overarching theme is the contestation of culture: we'll explore the ways in which individuals both shape and are shaped by their society—the ways in which they both reinforce and resist its pressures. Of course, there is no one definitive characteristic of our cultural heritage, but in this course we will make a concerted effort to consider what people mean when they say "America." We'll try especially hard to see how certain 19th-century definitions of American culture have

# History Courses

**HIST 2860** Friedland, P

**FREN 2860**

## **The French Revolution (HB) (HA-AS)**

TR 1:25-2:15

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. This course explores the rapidly changing political landscape of this extraordinary period as well as the evolution of Revolutionary culture (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards gender and race). Whenever possible, we will use texts and images produced by the Revolutionaries themselves. (pre-1800/non-US)

**HIST 3031** Washington, M.

**AMST 3032**

## **Race and Revolution in the Americas: 1776-1900 (GHB) (HA-AS)**

**ASRC 3031**

**LATA 3031**

TR 11:40-12:55

This course will examine the "age of democratic revolutions" in the Americas from the perspective of the Black Atlantic. During this momentous era, when European monarchies were successfully challenged and constitutional governments created, Blacks fomented their own American revolutions both in the outside of evolving "New World democracies." This course examines the black trajectory in British North America, Latin America, the French (especially Haiti,) the British and the Spanish Caribbean. The course begins with black participation in the U.S. independence War (1776-1781) and concludes with black (non-U.S.) participation in the independence wars against Spain. The course will also briefly address post-emancipation race relations in these American countries. (non-US)

# 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 10:10-11:25

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 3950** Tagliacozzo, E.

**Monsoon Kingdoms: Pre-Modern Southeast Asian History (GHB) (HA-AS)**

**ASIAN 3397**

**HIST 6950**

**ASIAN 6697**

TR 1:25-2:40

This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobodur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion – both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity, and Islam – are also surveyed in the various pre-modern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asia's history, and what has been borrowed over the centuries. Open to undergraduates, both major and non-majors in History, and to graduates, though with separate requirements. (pre-1800/non-US)

**HIST 4000** Sachs, A.

**Introduction to Historical Research**

W 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.

# History Courses

**HIST 4001** Falk, O.

## Honors Guidance

R 2:30-4:25

*HIST 4000/by permission. Directed research for undergraduate students writing an honors thesis.*

This course provides structure for the student's research and introduces them to research techniques. Enrollment limited to students admitted to the History Department's Honors Program.

**HIST 4122** Dear, P.

## Darwin and the Making of Histories (HA-AS)

**STS 4122**

**BSOC 4122**

W 2:30-4:25

*Students cannot take both HIST 2122 (FA14) and HIST 4122 for credit!*

The power of a name is sometimes as great as that of an idea. This course will study how Darwin became, then and now, an icon rather than just a Victorian naturalist. We will look at writings of Darwin himself, especially *On the Origin of Species* (1859), *Descent of Man* (1871), and his short autobiography, and attempt to understand what they meant in their own time, how Darwin came to write them, and how his contemporaries helped to shape their future. How did Victorian ideologies of gender, race, and class shape the production and reception of Darwin's work? We will also examine the growth of "Darwinism" as a set of broader social and cultural movements, particularly in Britain and the United States. Were eugenics movements examples or perversions of Darwinism? Finally, we will consider how Darwin's name has been used by more recent evolutionary biologists and by American anti-evolutionists. (non-US)

# History Courses

**HIST 4127**      Roebuck, K.

**The Body Politic in Asia (GB) (HA-AS)**

T      12:20-2:15

Visions of bodily corruption preoccupy ruler and ruled alike and prompt campaigns for moral, medical, and legal reform in periods of both stability and revolution. This seminar explores the links between political, sexual, and scientific revolutions in early modern and modern Asia. The focus is on China and Japan, with secondary attention to South Asia and Korea. Interaction with the West is a major theme. Topics include disease control, birth control and population control, body modification, the history of masculinity, honorific violence and sexual violence, the science of sex, normative and stigmatized sexualities, fashion, disability, and eugenics. The course begins with an exploration of regimes of the body in “traditional” Asian cultures. The course then turns to the medicalization and modernization of the body under the major rival political movements in Asia: feminism, imperialism, nationalism, and communism. (non-US)

**ASIAN 4415**  
**FGSS 4127**  
**HIST 6127\***

**HIST 4345\***      Strauss, B.

**Alexander the Great and Julius Caesar (HA-AS)**

M      1:25-4:25

Alexander and Caesar are still today two of history’s greatest conquerors and statesmen. They were each geniuses and visionaries but were also each responsible for death and destruction on a massive scale. Ancient writers often compared the two and so shall we in a course that aims to separate the facts from the legend and to consider each person’s legacy for today. Course readings are in classical texts and modern scholarship. Prerequisite: introductory course in ancient history or permission of the instructor. (pre-1800/non-US)

**HIST 6345**  
**CLAS 4679\***  
**CLAS 7679\***

# History Courses

**HIST 4393** Washington, M.

**The Underground Railroad and the Coming of the Civil War (HB) (HA-AS)**

**AMST 4393**

**ASRC 4393**

**HIST 6393**

R 2:30-4:25

In 1850 American politicians banded together cross-regionally, passed a Fugitive Slave Law and breathed a sigh of relief, thinking they had once again dodged the slavery issue that threatened disunion. This "Bloodhound Bill" was designed to make "slave" catchers of all Northern whites. Instead it set in motion waves of protests, transformed previously silent whites into underground conductors, further emboldened veteran underground workers and forced thousands of self emancipated Northern blacks to emigrate. The Underground Railroad contributed to convincing Southerners that the Government would not or could not protect slavery. This course examines underground activism beginning in 1850 and offers an interpretation of how the Underground Railroad led to emancipation. The course examines the ebbs and flows of underground activity; transnational networks; Civil War military and geo-political issues; and what W.E.B. DuBois called the "General Strike" all contributed to making the Thirteenth Amendment a foregone conclusion. There may be several field trips.

**HIST 4547\*** Minawi, M.

**The Middle East in Africa, Africa in the Middle East (HA-AS)**

**HIST 6547**

**NES 6547**

**NES 4547**

T 2:30-4:25

In this seminar we will explore the Ottoman Empire's presence in the continent, and the continent's influence on the rest of the Ottoman Empire. In addition to the focus on the history of Ottoman North Africa, we will explore the role Istanbul played in the history of the Red Sea Basin (today's Somalia, Yemen, Saudi Arabia, Sudan, South Sudan, Eritrea, and Ethiopia) and vice versa. A special focus will be placed on the role sub-Saharan African slave trade played in Ottoman society, from the ruling elite households of Istanbul to the day-to-day formulation of ideas of difference making across the Turkish and Arabic speaking parts of the Ottoman Empire. Emphasis will be placed on reading new literature on race and slavery in the Ottoman world, borrowing theoretical and analytical formulations around this topic from better-developed historiographies of other parts of the world. This seminar targets a senior and graduate students interested in the history of empire, the Middle East and Africa trans-imperial histories, and south-south relations. (non-US)

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**Alexander the Great and Julius Caesar**

M 1:25-4:25

**HIST 4345**

**CLAS 4679\***

**CLAS 7679\***

Alexander and Caesar are still today two of history’s greatest conquerors and statesmen. They were each geniuses and visionaries but were also each responsible for death and destruction on a massive scale. Ancient writers often compared the two and so shall we in a course that aims to separate the facts from the legend and to consider each person’s legacy for today. Course readings are in classical texts and modern scholarship. Prerequisite: introductory course in ancient history or permission of the instructor.

# History Courses

**HIST 6393** Washington, M.

**The Underground Railroad and the Coming of the Civil War**

R 2:30-4:25

**AMST 4393**

**ASRC 4393**

**HIST 4393**

In 1850 American politicians banded together cross-regionally, passed a Fugitive Slave Law and breathed a sigh of relief, thinking they had once again dodged the slavery issue that threatened disunion. This "Bloodhound Bill" was designed to make "slave" catchers of all Northern whites. Instead it set in motion waves of protests, transformed previously silent whites into underground conductors, further emboldened veteran underground workers and forced thousands of self emancipated Northern blacks to emigrate. The Underground Railroad contributed to convincing Southerners that the Government would not or could not protect slavery. This course examines underground activism beginning in 1850 and offers an interpretation of how the Underground Railroad led to emancipation. The course examines the ebbs and flows of underground activity; transnational networks; Civil War military and geo-political issues; and what W.E.B. DuBois called the "General Strike" all contributed to making the Thirteenth Amendment a foregone conclusion. There may be several field trips.

**HIST 6481** Craib, R.

**Topics in Latin American History: Space and Politics in the Americas**

M 2:30-4:25

**LATA 6481**

The theme for this semester is Space and Politics in the Americas. This seminar is a readings and research course that examines works in the broad field of Latin American studies (history, literature, anthropology, and others) from the past five decades that have wrestled theoretically, empirically, and narratively with the boundary between geography and history. While the focus is primarily on Latin America, the course also seeks to link on occasion to comparative perspectives from the U.S. and Canada and/or to 'think' hemispherically. Themes include questions of scale, region, the state, the commons and property, nature, and geo-piracy. Weekly readings combine a monograph on Latin America with shorter readings from prominent theorists (including Edward Soja, Doreen Massey, Patrick Wolfe, Immanuel Wallerstein, James Scott, Henri Lefebvre, and Elinor Ostrom). Graduate students from all disciplines and regional specializations welcome.

# History Courses

**HIST 6547\*** Minawi, M.

**The Middle East in Africa, Africa in the Middle East**

**HIST 4547**

**ASRC 4547**

**NES 6547**

T 2:30-4:25

In this seminar we will explore the Ottoman Empire's presence in the continent, and the continent's influence on the rest of the Ottoman Empire. In addition to the focus on the history of Ottoman North Africa, we will explore the role Istanbul played in the history of the Red Sea Basin (today's Somalia, Yemen, Saudi Arabia, Sudan, South Sudan, Eritrea, and Ethiopia) and vice versa. A special focus will be placed on the role sub-Saharan African slave trade played in Ottoman society, from the ruling elite households of Istanbul to the day-to-day formulation of ideas of difference making across the Turkish and Arabic speaking parts of the Ottoman Empire. Emphasis will be placed on reading new literature on race and slavery in the Ottoman world, borrowing theoretical and analytical formulations around this topic from better-developed historiographies of other parts of the world. This seminar targets a senior and graduate students interested in the history of empire, the Middle East and Africa trans-imperial histories, and south-south relations. (non-US)

**HIST 6950** Tagliacozzo, E.

**Monsoon Kingdoms: Pre-Modern Southeast Asian History (GHB) (HA-AS)**

**ASIAN 3397**

**HIST 3950**

**ASIAN 6697**

TR 1:25-2:40

*Additional discussion for Graduate Students.*

This course examines Southeast Asia's history from earliest times up until the mid-eighteenth century. The genesis of traditional kingdoms, the role of monumental architecture (such as Angkor in Cambodia and Borobodur in Indonesia), and the forging of maritime trade links across the region are all covered. Religion – both indigenous to Southeast Asia and the great imports of Hinduism, Buddhism, Christianity, and Islam – are also surveyed in the various pre-modern polities that dotted Southeast Asia. This course questions the region's early connections with China, India, and Arabia, and asks what is indigenous about Southeast Asia's history, and what has been borrowed over the centuries. Open to undergraduates, both major and non-majors in History, and to graduates, though with separate requirements. (pre-1800/non-US)

# History Courses

**HIST 7090**      Robcis, C.                      Von Eschen, P

## **Introduction to Graduate Study of History**

W      2:30-4:25

*Required of all first-year graduate students. Limited to first-year graduate students in history, except by special permission.*

This course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.