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 ‘Vinland 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.

In 2015, a Super Bowl ad powerfully asked “When did ‘run like a girl’ become an insult?” Sports have a relationship to the body, which is gendered, sexed and raced in ways that have changed dramatically over time. Whether you are male or female, your relationship to sports and athleticism is mediated through your body and social meanings imposed upon the body. We will write about these themes in US history, in college athletics, and in your personal lives. Writing projects include tracing sports and gender history in Susan Cahn’s Coming on Strong, responding to radio reports and court cases about transgender athletes, analyzing the role of race and class in memoirs by athletes, and writing about your subjective experiences with athleticism and the body.
History Courses

HIST 1400      Travers, R.

FWS: Rudyard Kipling's India: Literature, History, and Empire

TR      8:40-9:55

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.

HIST 1561      Minawi, M.

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)
## History Courses

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<tr>
<td>HIST 1595</td>
<td>Rickford, R.</td>
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<td>10:10-11:25</td>
<td>AMST 1595, ASRC 1595</td>
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**African American History From 1865 (HA-AS)**

Focusing on political and social history, this course surveys African-American history from Emancipation to the present. The class examines the post-Reconstruction “Nadir” of black life; the mass black insurgency against structural racism before and after World War II; and the Post-Reform Age that arose in the wake of the dismantling of legal segregation. The course will familiarize students with the basic themes of African-American life and experience and equip them to grasp concepts of political economy; class formation; and the intersection of race, class and gender.

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<tr>
<td>HIST 1650</td>
<td>Weil, R.</td>
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<td>10:10-11:00*</td>
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**Myths of Monarchy in Europe, Medieval times to the present**

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.

*Each student must enroll in a section.*
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)

Imperial China (GHB)

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 1802*    Garcia, M.C.
Introduction to Latinos in U.S. History
TR     1:25-2:40

Renumbered from 3800 (no repeat for credit)
How would our understanding of U.S. History change if we began the national narrative in 16th century New Mexico rather than 17th century Virginia? What does U.S. history look like when examined as part of a broader hemispheric history? What does U.S. history look like from the vantage point of the immigrant, the refugee and asylum seeker, the exile, transmigrante, and transnational?

This course seeks a fuller recounting of U.S. history by remapping what we understand as “America.” We will examine traditional themes in the teaching of U.S. history-- territorial expansion and empire, migration and nation building, industrialization and labor, war and revolution, and citizenship and transnationalism—but we will examine this "American experience" in a broader hemispheric context and include as actors americanos of Spanish, Mexican, Caribbean, and Central/South American ancestries.

HIST 1886*    Johnson, A.
Introduction to Food Studies: History and Culture
TR     8:40-9:55

This course introduces students to the growing field of academic Food Studies, providing historical perspective into the development of American culinary culture.

Discussions of American cuisine will lead directly into larger concepts of American identity: is there a uniquely American menu? How have restaurants shaped American patterns of sociability and civil rights? What are the 19th century origins of tipping? Students will actively engage with 19th and early 20th century primary source material, including recipes, advertisements, cookbooks, and nutrition manuals.
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<th>Course Code</th>
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<tbody>
<tr>
<td>HIST 1910</td>
<td>Tagliacozzo, E.  Ghosh, D.</td>
<td>Introduction to Modern Asian History</td>
<td>ASIAN 1191  CAPS 1910</td>
<td></td>
<td>11:15-12:05*</td>
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</table>

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.

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<tr>
<td>HIST 1930</td>
<td>Loos, T.  Roebuck, K.</td>
<td>A Global History of Love (HA-AS)</td>
<td>FGSS 1940  LGBT 1940  ASIAN 1193</td>
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<td>2:55-4:10</td>
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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 1941  Dear, P.**

**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.”

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**HIST 1950  Bassi, E.**

**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 2042*  Chang, D.  
**Jim Crow & Exclusion Era in America**  

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This seminar examines America during the overlapping eras of segregation & immigration exclusion. Beginning with contests over the weaning of freedom during reconstruction and running through the institution of Jim Crow legislation and immigration exclusion, the course ends with an evaluation of mid-20th century movements for civil rights and equality. Themes include the links between racial and economic oppression, legal and defacto restriction, everyday resistance, and struggles for equality.  

*Students are not allowed to take both HIST 4970 and HIST 2042 for credit.*

### HIST 2163  Weiss, J.  
**History of the United Nations (HA-AS)**  

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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)
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)

Americans are conflicted about immigration. We honor and celebrate (and commercialize) our immigrant heritage in museums, folklife festivals, parades, pageants, and historical monuments. We also build fences and detention centers, and pass more and more laws to bar access to the United States. Polls tell us that Americans are concerned about the capacity of the United States to absorb so many immigrants from around the world. How often have we heard the laments “Today’s immigrants are too different. They don’t want to assimilate” or “My grandparents learned English quickly, why can’t they?” The assumption is that older generations ‘Americanized’ quickly but that today’s immigrants do not want to assimilate. Did 19th century immigrants really migrate to the United States to “become Americans”? Did they really assimilate quickly? Are today’s immigrants really all that different from the immigrants who arrived earlier? Why do these particular narratives have such power and currency? This seminar will explore these issues and help students discern fact from fiction.
On August 9-10, 1969, ex-convict, aspiring rock star, and charismatic leader Charles Manson ordered his so-called Family to brutally murder a few of LA’s rich, white, “beautiful people” and leave clues implicating black radicals. The idea was to trigger an apocalyptic race war he called “Helter Skelter” (after a song by The Beatles). Today, these murders stand as the most infamous in twentieth-century U.S. criminal history and as synecdoche for the “end of the Sixties.” They have also spawned a veritable Manson Industry in the popular realm: there are now Manson books, movies, TV shows, documentaries, podcasts, websites, music, comics, t-shirts, and even a tourist attraction (the Hollywood “Helter Skelter” tour). The seminar will analyze the history of the Manson murders as well as their incredible resonance in American culture over the past half century. Who was Charles Manson and who were the members of the Family? What was the Family’s relation to the counterculture, to Hollywood, Vietnam, the Black Panther Party, and environmentalism? How might we fit the Manson murders into the long history of apocalyptic violence and terror? And what does it mean that the Manson murders have occupied our collective imagination for fifty years? To answer these and other questions, we will analyze a variety of sources including television and newspaper reports, trial transcripts, true crime writing, memoirs, interviews, novels, films and documentaries, podcasts and pop songs.

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)
African American Visions of Africa

MW 2:55-4:10

Students cannot take both HIST 4701 and HIST 2354 for credit.

This seminar examines some of the political and cultural visions of Africa and Africans held by African-American intellectuals and activists in the 19th and 20th centuries. Emphasis is placed on the philosophies of black nationalism, Pan Africanism and anticolonialism and the themes of emigration, expatriation, repatriation and exile. Awareness of Africa and attitudes toward the continent and its peoples have profoundly shaped African-American identity, culture and political consciousness. Notions of a linked fate between Africans and black Americans have long influenced black life and liberation struggles within the U.S. The motives, purposes and outlooks of African-American theorists who have claimed political, cultural, or spiritual connection to Africa and Africans have varied widely, though they have always powerfully reflected black experiences in America and in the West. The complexity and dynamism of those views belie simplistic assumptions about essential or “natural” relationships, and invite critical contemplation of the myriad roles that Africa has played in the African-American mind."

Black Women to 1900

TR 11:40-12:55

This course explores the social, cultural and communal lives of black women in North America, beginning with the transatlantic slave trade, and ending in 1900. Topics include Northern and Southern enslavement, first freedoms in the North, Southern emancipation, color consciousness, gener-cross racially and issues of class.
HIST 2541    Byfield, J.  ASRC  2308  LATA  2308
Modern Caribbean History (GB) (HA-AS)

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)

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)
### History Courses

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<td>AAS 2130</td>
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**Introduction to Asian American History (HA-AS)**


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<td>HIST 2650</td>
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<td>Strauss, B.</td>
<td>TR 11:40-12:55</td>
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<td>CLAS 2675</td>
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**Ancient Greece from Helen to Alexander (HA) (HA-AS)**

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 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.

HIST 2680      Kohler-Hausmann, J                          AMST 2682
The United States in the 1960s and 1970s (HA-AS)
TR   2:55-4:10

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.
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.

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)

HIST 3740    Glickman, L.
America Becomes Modern: The Gilded Age and Progressive Era (HA-AS)

Cancelled

“America Becomes Modern” offers an upper-level survey of major themes in American history between 1877 and 1917. The course will have a lecture/discussion format; student participation is highly valued and encouraged. The last two decades of the 19th century and the first two of the twentieth marked an abrupt shift in the life experiences of the American people. Daily life changed radically from 1877-1920, as the agrarian republic gave way to an urbanizing consumer society. Debates about “progress” characterized the period, as new technologies, new peoples, new forms of politics and culture, and new patterns of living transformed the United States. This course will explore the political, economic, diplomatic and cultural history of the Gilded age and Progressive eras, focusing on the ways American tried to make sense of, to order, to moralize and to shape rapid change.
HIST 4000    Tagliacozzo, E.

**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.

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HIST 4001    Strauss, B.

**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.
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.

This advanced seminar traces transformations in citizenship and the franchise throughout U.S. history. Through readings, frequent short writings, discussion, and a final paper, the class examines the struggles over who can claim full citizenship and legitimate voice in the political community. It examines the divergent, often clashing, visions of legitimate democratic rule, focusing particularly on the debates over who should vote and on what terms. We examine the dynamics that have shaped the boundaries of citizenship and hierarchies within it, paying attention to changes in the civic status of Native Americans, property-less white men, paupers, women, African Americans, various immigrant groups, residents of U.S. colonies, felons, and people with intellectual disabilities. A significant portion of the class focuses on debates about U.S. democracy in the decades after the passage of the 1965 Voting Rights Act.
HIST 4390       Washington, M.  
Reconstruction and the New South (HB)  
T  2:30-4:25  
Limited to 15 students. Juniors and Seniors only. 
This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freed people. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.

HIST 4560       Falk, O.  
Topics in Medieval Historiography  
T  2:30-4:25  
Permission of Instructor required. 
This seminar explores issues of historical theory and methodology, emphasizing their specific iterations in medieval European history. Historians of the Middle Ages must wrestle with all of the challenges familiar to our modern counterparts, and then some: documents are more scarce, languages more dead, categories more elusive than in recent historical context. We will examine medieval historians' contributions to broad debates in the discipline, sample historiographical chestnuts that have occupied medievalists, and enquire into ways of expanding our conceptual tool kits further in the future.
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<tr>
<td>HIST 6132*</td>
<td>Bassi, E.</td>
<td><strong>Mobility, Circulation, Migration, Diaspora: Global Connections</strong></td>
<td>R</td>
<td>2:30-4:25</td>
<td>AMST ASRC</td>
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<td>This graduate seminar seeks to familiarize students with some of the most recent takes on transnational history that have emphasized the experiences of individuals and groups whose lives were affected by mobility across political boundaries. An explicit aim of the seminar is to use these border-crossing lives as a way to develop a critique of conventional areas studies frameworks and to explore the possibilities of imagining (geographically and otherwise) a different world (or multiple different ways of organizing global space). Since most of the readings will concentrate on the pre-nineteenth century world, the seminar will also offer students tools to rethink conventional narratives of the rise of a globalized world that tend to emphasize the second half of the nineteenth century as the birth of the global world. Globalization, this course will demonstrate, was happening long before most accepted narratives assert.</td>
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<tr>
<td>HIST 6531*</td>
<td>Glickman, L.</td>
<td><strong>The History of Capitalism: The US Case in Perspective</strong></td>
<td>M</td>
<td>2:30-4:25</td>
<td>AMST 6531</td>
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<td>This course takes a theoretical (what are some of the key understandings of capitalism?), methodological (how should we study it?), and case study approach to the history of capitalism in the United States and beyond. The History of Capitalism has become a major research field in the last decade and in this course we will examine the new historiography, as well as the older scholarship (Polanyi, Braudel, and other works) on which it is built. While the main focus will be on the history of the United States, we will examine this development comparatively and in the context of the rich literature in other parts of the world. We will examine the strengths and weaknesses of the history of capitalism approach to analyzing and understanding American history. Along the way we will examine how it relates to other topics such as the history of slavery and work, consumerism and identity, neoliberalism and political economy, and intellectual and cultural history. Students in other departments and history graduate students who are not specialists in US history are encouraged to take this course.</td>
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### History Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>HIST 6548*</td>
<td>Minawi, M.</td>
<td>City-scapes of the Late Ottoman Empire</td>
<td>T 2:30-4:25</td>
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<tr>
<td>NES 6548</td>
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<tr>
<td>ARTH 6548</td>
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This seminar is intended for Graduate students who are interested in exploring notions of space and place within the context of the late Ottoman Empire. Going beyond the examination of the “Islamic city” this seminar will bring theoretical readings about place making, in Latin America, Europe, and the Middle East, to bear on the late Ottoman case. From the urban frontiers of the empire to the capital, Istanbul, this seminar will tackle the latest in historical research on the late Ottoman Empire’s parks, public monuments, city planning, public/private space, Ottoman official buildings, the “Turkish house,” the “Arab house,” city soundscapes, amongst others. We will critically examine how recent studies are re-shaping historians’ knowledge of urban spaces and mental map of this vast empire.

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<thead>
<tr>
<th>Course Code</th>
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<th>Title</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>HIST 7090</td>
<td>Weil, R.</td>
<td>Introduction to Graduate Study of History</td>
<td>R 2:30-4:25</td>
</tr>
</tbody>
</table>

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.