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.

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.
The Han Dynasty (206 b.c.e.-220 c.e.) saw the development of institutions, values, and practices that had lasting influences on later societies across East Asia and beyond. Much as people today invoke Greek exemplars such as democracy, contemporary East Asian (and non-East Asian) statesmen, intellectuals, and religious and medical practitioners appeal to models — ethical, pedagogical, governmental, literary, theological, medical — established in the Han. In this course we will learn the ways in which historians read and analyze a wide array of Han era sources, and place those sources in their historical contexts. We will build writing, analytical, and research skills through short exercises, building arguments in essays, and essay peer review.

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

MW  8:40-9:55
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. (HNU) (HEU)

HIST 1595  Rickford, R.
African American History From 1865 (HA-AS)

MW  2:55-4:10

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. (HNA)
### The Vikings and their World

**HIST 1660**  
Falk, O.  

**TR**  
10:10-11:25

Globalization may seem like a recent hot topic, but it was already very much in vogue 1000 years ago when Norse explorers burst out of Scandinavia to journey as far as North America, Azerbaijan, the Mediterranean and the White Sea. This course will introduce students to the Norsemen and women of the Viking Age and the centuries following it, weaving together literary, chronicle, archaeological and other sources to tell the remarkable stories of these medieval entrepreneurs and of the many people and places they encountered. Along the way, students will also pick up crucial historical thinking skills: assessing change and continuity over time, learning the basics of source criticism, and gaining an appreciation for interdisciplinary research. This course qualifies for credit towards the undergraduate minor in Viking Studies. (HPE)(HPE/HEU)

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

**HIST 1700**  
Tagliacozzo, E.  
Squyres, S.  

**ASTR 1700**

**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 Eric Tagliacozzo of History, with the assistance of guest lecturers. (HNU)(HTR)
HIST 1802  Garcia, M.C.  AMST 1802
Introduction to Latinos in U.S. History
LSP 1802
LATA 1802

TR  1:25-2:40
Students may sign up for an optional section. Renumbered from 3800 (no repeat for credit).

This course seeks a fuller recounting of the 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. (HNA)

HIST 1920  Du, Mara Yue  CAPS 1920
Modern China
ASIAN 1192

TR  11:40-12:55

This course surveys modern Chinese history from 1600 to present. Time will be devoted to each of the three major periods into which modern Chinese history is conventionally divided: the Imperial Era (1600-1911), the Republican Era (1911-1949), and the People’s Republic of China (1949-present). It guides students through pivotal events in modern Chinese history, and uncovers the origins of China’s painful transition from a powerful early modern empire to a country torn by civil unrest and imperialist invasion, and then from a vanguard of world revolution to a post-communist party-state whose global power is on the rise. (HNU)(HAN)
### HIST 1970  Bassi, E.  
**Pirates, Slaves, and Revolutionaries: A History of the Caribbean from Columbus to Louverture (HA-AS)**  
**TR  10:10-11:25**  
ASRC 1790  
LATA 1970

What is the Caribbean? How did its native inhabitants fared in the aftermath of the arrival of Europeans? How did the region shift from a Spanish Lake to a heavily contested geopolitical site where all European powers vied for political and commercial superiority? What were the main production systems of the region and how did they result in dramatic environmental change? How did the eighteenth-century revolutions transform the Caribbean? In this introductory survey to Caribbean history we will answer these and many other questions through the study of the political, economic, social, cultural, and environmental transformations of the Caribbean from the arrival of Columbus to the era of the Haitian Revolution. We will follow indigenous people, Spanish conquistadors, English, Dutch, and French pirates and privateers, planters, and merchants, imperial officers, slaves, sailors, and revolutionaries as they adapted to the multiple transformations that shaped this region. Through lectures, discussions, and readings of primary and secondary sources we will navigate the Caribbean in a quest to understand the historical processes that gave shape to this tropical paradise. (HPE/HNU)(HPE/HGS)

### HIST 2082*  Falk, O.  
**Of Ice and Men: Masculinities in the Medieval North**  
**TR  2:55-4:10**  
MEDV 2082*  
FGSS 2082*

The Middle Ages are usually imagined as a time of manly men and feminine women: no room for gender ambiguity in Conan the Barbarian! Yet gender, then as now, was in fact unstable, multiple, and above all, constructed. This course explores the different ways masculinity was understood, manufactured, and manipulated in northern Europe – primarily early Ireland, England, and Scandinavia – using a variety of literary, legal, historical, archaeological, and artistic sources. Students will gain new perspectives on both gender and sex, on the one hand, and the history of medieval Europe, on the other. (HPE/HNU) (HPE/HEU)
Tolstoy is impossible. An aristocrat who renounced his wealth. A man of titanic appetites who repeatedly swore off meat, alcohol and sex. A Christian who didn't believe in God. An anarchist who ruled his own estate like an ancient patriarch. A writer of genius who thought literature was evil and a waste of time and referred to his greatest book as "garbage." An inexhaustible skeptic who wanted nothing but mere faith. In Tolstoy's imaginative universe, we may find the origin of many modern contradictions and anxieties, about money, about sex and about power. But Tolstoy's modern consciousness was not created in Paris or New York. Tolstoy was made in late imperial Russia - notoriously, the least modern country in nineteenth-century Europe. How, then, did Tolstoy happen? How can we account historically for his epic project of self-fashioning? In this seminar, we will see Tolstoy at work in the creation of an heroic counter-cultural persona, writing against the social and political currents of his own time. (HNU)(HEU)

What is democracy? What does it need to thrive? When does it die? How do anti-liberal, authoritarian regimes emerge? What makes them tick? In 1921, a British liberal announced that democracy had already been accepted as the normal and natural form of government. World War I had delivered Europe's old monarchies and autocracies a fatal blow. Three massive continental empires had fallen apart, making way to parliamentary democracies everywhere from Germany to Poland and the Balkans. Yet by the 1930s, few of these democracies were still standing. In the east, a new political experiment had culminated in the rise of a Soviet Empire. In Germany, the democratic elections of 1933 enabled Hitler's rise to power and the growth of a regime unlike anything anyone had ever seen before. In Italy, Mussolini stamped parliamentary democracy under his foot, proclaiming the victory of totalitarianism. A variety of authoritarian regimes arose in between these extremes. They formed alliances and battled each other: at first in the Spanish Civil War and then in World War II. In this seminar, we will closely examine the rise and fall of democracies and anti-democratic regimes in Europe between the two world wars, in order to understand how democracy and authoritarianism are related and what kinds of challenges democracies have faced - both in the past and at present. (HNU)(HEU)
History Courses

HIST 2296*  Baptist, E.  AMST  2296
History Lab: Digital History of Black Resistance

MW  7:30-8:45pm

This course will use digital resources to study the history of African-American resistance to and organization against slavery, Jim Crow, and mass incarceration/racialized policing from 1619 to the present. We will also build new resources. In addition to the historical content, students will participate in designing, building, and testing digital humanities resources that are reshaping how we understand the past and the present. □(HNA)

HIST 2315  Roebuck, K.  ASIAN  2258
The Occupation of Japan (GB) (HA-AS)

MW  2:55-4:10

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. (HNU)(HAN)
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<tr>
<td>HIST 2543</td>
<td>Byfield, J.</td>
<td><strong>In the Crossfire of Empires: Africa and World War II</strong></td>
<td>World War II was one of the most transformative periods in the history of the 20th century. As a result, scholars, writers and filmmakers continue to re-examine the war from multiple angles. Nonetheless, most accounts of the war marginalize Africa’s role and the consequences of the war for African communities. This course considers the new historiography on World War II that aims to put the ‘world’ back into our analysis of WW II and considers the ways in which imperialism, race and gender shaped the prosecution and the consequences of the war. It focuses specifically on Africa’s social, economic and political engagement with the powers at the center of the conflict and introduces students to emerging debates in African historiography and the historiography of World War II. (HNU)(HGS)</td>
</tr>
<tr>
<td>HIST 2562</td>
<td>Hinrichs, TJ.</td>
<td><strong>Medicine and Healing in China (GHB) (HA-AS)</strong></td>
<td>An exploration of processes of change in health care practices in China. Focuses on key transitions, such as the emergence of canonical medicine, of Daoist approaches to healing and longevity, of “scholar physicians,” and of “traditional Chinese medicine” in modern China. Inquires into the development of healing practices in relation to both popular and specialist views of the body and disease; health care as organized by individuals, families, communities, and states; the transmission of medical knowledge; and healer-patient relations. Course readings include primary texts in translation as well as secondary materials. (HPE/HNU)(HPE/HAN)</td>
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### HIST 2640  Chang, D.  
**Introduction to Asian American History (HA-AS)**  
TR  11:40-12:55  

An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality. (HNA)

### HIST 2665  Parmenter, J.  
**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. (HPE) (HPE/HNA)
Mughal India and the Early Modern World, c. 1500-1800

TR 1:25-2:40

The largest of the three great Islamic empires of the early modern era, the Mughal empire at its height ruled over most of the Indian subcontinent, and more than 100 million subjects. This course offers a survey of the Mughal empire between c. 1500 and 1800, exploring how Mughal imperial culture reflected the cultural and religious diversity of India. We will consider how the rise and fall of the Mughals was connected to broader global transformations in early modern world, and how the rise of British power in India was shaped by the legacies of Mughal rule. Primary sources include court chronicles, biographies of emperors, as well as Mughal painting and architecture. (HPE/HNU)(HPE/HEU)

Introduction to Public History

TR 11:40-12:55

Students are required to attend a weekly Informal Session (R: 1:25/R: 2:30 or/R:3:35).

In this course we will examine how we have come to narrate social, cultural, and political history in the United States, investigating the ways scholarly, curatorial, archival, and creative practices shape conceptions of the American past, in particular understandings of racial, gender, sexual, and class oppression and resistance. Students will build skills in historical interpretation and archival research and explore possibilities and challenges in preserving and presenting the past in a variety of public contexts—monuments, memorials, museums, historical sites, movies and television, and community-based history projects. For their final project, students will conduct original research in a digital or material archive, chosen in consultation with the instructor, to produce a draft of an exhibit, providing popularly accessible historical context and interpretation. (HNA)
History Courses

HIST 2851*  Litvak, Olga  JWST 2851
Sex and Power in Jewish History  FGSS hold
                  RELST 2851
MW  8:40-9:55  2851

Jewish men and women in early modern Europe lived their lives within a gendered social order inherited from the Talmudic period. The relationship between sex and power remained fundamental to Jewish communal discipline until the eighteenth century. The explosion of vernacular publishing, increasing economic and geographic mobility and the coming of emancipation challenged existing gender norms and liberated Jewish desire - well, almost. As we will see, modernity has an ambiguous effect on Jewish sexual expression and Jewish sexual politics. It is not clear that the emancipation of Jewish men had the same emancipatory effect on Jewish women. Jewish patriarchy proved unexpectedly resilient. In this course, we will explore why - despite Judaism's reputation for liberal attitudes to sex - neither most Jewish men nor many Jewish women embraced the possibilities of personal liberation from a reproductive regime of rigid self-control and near compulsory heterosexual monogamy. (HNU)(HEU)

HIST 2860  Friedland, P  FREN 2860
The French Revolution (HB) (HA-AS)
TR  10:10-11:25

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. (NPE/HNU)(HEU)
History Courses

HIST 2969*  C. Florea

The Rise and Fall of the Soviet Empire

MW  2:55-4:10

This course surveys the history of the world's first socialist society from its unlikely beginnings in 1917 to its unexpected demise in 1991. Traditional topics such as the origins of the revolutions of 1917, Stalin's Terror, WW II, Khrushchev's Thaw, etc., will be covered, but lectures will emphasize the interaction between the political, socio-economic, and especially the cultural spheres. A good deal of the materials we will study in this course will be drawn from the realm of literature, cinema, and art. (HNU)(HEU)

HIST 3031  Washington, M.

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

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. (HNU)(HNA)
**HIST 3430**  Baptist, E.  
**NEW: History of the U.S. Civil War and Reconstruction**  

MW  2:55-4:10

A survey of the turning point of US. history: The Civil War (1861-1865) and its aftermath, Reconstruction (1865-1877). Not simply a history of the four years of battles, the course covers nearly forty years, from the end of the Mexican War in 1848 through the political deals made by candidate Rutherford Hayes in 1877 that weakened Reconstruction. The class examines this critical period from a variety of angles and perspectives, from diplomacy and law to race and gender, and from presidential elections to the impact of Reconstruction on the West and the North. And yes, a few battles. (HNA)

**HIST 4000**  Craib, R.  
**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.
HIST 4001  Sachs, A.

Honors Guidance

T  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.

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HIST 4085*  Mulder, N.  HIST  6085*

Economic Globalization and Democratic Crisis, 1870-present

T  12:20-2:15

This course brings together the history of capitalism with the political history of democracy. It investigates how the ongoing material and technical integration of the globe is both an enabling condition of mass democracy and a constraint on it. We will study how empires, nation-states, and international institutions have managed the tension between global economic integration and local political autonomy in different ways. The readings are both historical and theoretical and will focus on key moments in the history of global capitalism in relation to transformations and crises of democracy, beginning in the era of High Imperialism in the 1870s-1880s; then moving to the populism of the 1890s and the interwar crisis of democracy, from World War I in 1914 through to the Great Depression and the global breakdown of democracies in the 1930s; the post-WWII years, ending in the stagflation and oil crises of the 1970s; and the last four decades of economic globalization, from the debt crisis of the 1980s to the shocks of the 1990s and 2000s which form the precursor to the current turmoil. (HNU)(HEU)
# History Courses

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<tbody>
<tr>
<td>HIST 4295*</td>
<td>Parmenter, J.</td>
<td>US Borders North &amp; South</td>
<td>M</td>
<td>2:30-4:25</td>
<td>LSP 4295</td>
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<tr>
<td>LSP 6295*</td>
<td>Garcia, M.C.</td>
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*In Fall 2019 this class will run as the Rabinor Seminar in American Studies.*

The borders that separate the United States from Canada and Mexico are among the longest in the world. The southern border with Mexico, however, receives a disproportionate amount of attention from policymakers, journalists, and artists, while our northern border is largely unfamiliar to most Americans. This upper-level seminar offers a necessary corrective: a comparative examination of the political, economic, and cultural history of these two North American borderlands. The US-Mexico and US-Canada border zones are sites of conflict and negotiation, nationalism and globalization, sovereignty and multiculturalism. The seminar examines the continuities and discontinuities in the history and evolution of America’s territorial borders from the colonial era to the present.

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<tr>
<td>HIST 4390</td>
<td>Washington, M.</td>
<td>Reconstruction and the New South (HB)</td>
<td>R</td>
<td>2:30-4:25</td>
<td>AMST 4039</td>
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<tr>
<td>HIST 6391</td>
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<td>ASRC 6391</td>
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*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. (HNA)
History Courses

HIST 4945   Weil, R.                      HIST  6945
The Birth of the Prison in Eighteenth Century Europe and America

M        2:30-4:25
Seminar, limited to 15 students.
In medieval and renaissance Europe, criminals were fined, branded, or executed; after the 18th century, more of them went to jail. For some observers, the birth of the prison was a triumph of humanitarian compassion. For others, they marked an ominous new form of social control. In this course look at why and how prisons emerged during the 18th and early 19th centuries in Europe and America. What were prisons like, how did newfangled "Enlightenment" ideas about punishment and poverty affect penal reformers, how did the new prisons compare to other institutions of confinement (plague hospitals, mental asylums, bridewells), and how did prisoners exercise agency? (HNU)(HEU)

HIST 6085*  Mulder, N.                     HIST  4085*
Economic Globalization and Democratic Crisis, 1870-present

T        12:20-2:15
This course brings together the history of capitalism with the political history of democracy. It investigates how the ongoing material and technical integration of the globe is both an enabling condition of mass democracy and a constraint on it. We will study how empires, nation-states, and international institutions have managed the tension between global economic integration and local political autonomy in different ways. The readings are both historical and theoretical and will focus on key moments in the history of global capitalism in relation to transformations and crises of democracy, beginning in the era of High Imperialism in the 1870s-1880s; then moving to the populism of the 1890s and the interwar crisis of democracy, from World War I in 1914 through to the Great Depression and the global breakdown of democracies in the 1930s; the post-WWII years, ending in the stagflation and oil crises of the 1970s; and the last four decades of economic globalization, from the debt crisis of the 1980s to the shocks of the 1990s and 2000s which form the precursor to the current turmoil.
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<tr>
<td>HIST 6131</td>
<td>Bassi, E.</td>
<td>A Greater Caribbean: New Approaches to Caribbean History</td>
<td>W</td>
<td>2:30-4:25</td>
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<td>ASRC 6131</td>
<td>LATA 6131</td>
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This course is taught in conjunction with a course of the same title and scope at Yale University with Professor Anne Eller. Over the thirteen weeks, we will engage with new work emerging about the Greater Caribbean in the context of Latin America, the African Diaspora, Atlantic History, Global History, comparative emancipation from chattel slavery, and the study of global revolution. Students will make in-class presentations that locate these titles in a deeper historiography with classic texts. This course crosses imperial boundaries of archives and historiography, in order to consider the intersecting allegiances, identities, itineraries, and diaspora of peoples, in local, hemispheric, and global context. Some central questions include: What is the lived geography of the Caribbean at different moments, and how does using different geographic and temporal frameworks help approach the region’s history? What role did people living in this amorphously demarcated region play in major historical transformations of the eighteenth and nineteenth centuries? How did the varied, but interconnected processes of Caribbean emancipation impact economic and political systems throughout the Atlantic and beyond? The course will conclude with a mini conference in which students of both universities will come together to discuss the state of the field and future directions in Caribbean history.

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<tr>
<td>HIST 6221</td>
<td>Sachs, A.</td>
<td>Environmental Histories</td>
<td>M</td>
<td>10:10-12:05</td>
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<td>STS 6121</td>
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This graduate seminar offers an introduction to environmental history—the study of human interactions with nonhuman nature in the past. It is a subfield within the historical discipline that has complex roots, an interdisciplinary orientation, and synergies with fields across the humanities, social sciences, and natural sciences. This seminar explores environmental history on three levels: historically, historiographically, and theoretically. What are some of the key historical processes that have shaped humans’ historical relationships with the environment at various scales? How have environmental historians (re)conceptualized the field as it has developed over the past half-century? What analytic concepts have environmental historians used to understand human-natural relations? Select themes include ecological imperialism, labor and work, body/environment, global environmental history, “mainstreaming” environmental history, and the Anthropocene.
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<td>HIST 6295*</td>
<td>Parmenter, J.</td>
<td>US Borders North &amp; South</td>
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<td>2:30-4:25</td>
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The borders that separate the United States from Canada and Mexico are among the longest in the world. The southern border with Mexico, however, receives a disproportionate amount of attention from policymakers, journalists, and artists, while our northern border is largely unfamiliar to most Americans. This upper-level seminar offers a necessary corrective: a comparative examination of the political, economic, and cultural history of these two North American borderlands. The US-Mexico and US-Canada border zones are sites of conflict and negotiation, nationalism and globalization, sovereignty and multiculturalism. The seminar examines the continuities and discontinuities in the history and evolution of America’s territorial borders from the colonial era to the present.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Name</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>HIST 6391</td>
<td>Washington, M.</td>
<td>Reconstruction and the New South (HB)</td>
<td>R</td>
<td>2:30-4:25</td>
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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.
The Birth of the Prison in Eighteenth Century Europe and America

In medieval and renaissance Europe, criminals were fined, branded, or executed; after the 18th century, more of them went to jail. For some observers, the birth of the prison was a triumph of humanitarian compassion. For others, they marked an ominous new form of social control. In this course look at why and how prisons emerged during the 18th and early 19th centuries in Europe and America. What were prisons like, how did newfangled "Enlightenment" ideas about punishment and poverty affect penal reformers, how did the new prisons compare to other institutions of confinement (plague hospitals, mental asylums, bridewells), and how did prisoners exercise agency?

Introduction to Graduate Study of History

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