

# Pre-1800 History Courses

**HIST 1660\*** Falk, O.

**MEDV 1660**

## **The Vikings and their World**

**NES 1660**

TR 10:10-11:25

*Students will be required to sign up for breakout sections, times TBD in consultation w/students.*

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. (pre-1800)

**HIST 2321** Strauss, B.

**CLAS 2687**

## **Introduction to Military History (HB)**

MW 2:55-4:10

*Limited to 15 students.*

An introduction to basic themes of military history, e.g., battle, strategy, tactics, war and society, as well as classic works, e.g. Sun Tzu, Thucydides, Clausewitz, Jomini. Recent theories in scholarship will also be emphasized. (pre-1800/non-US)

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**HIST 2560**      Strauss, B.

**CLAS 2680**

## **War and Peace in Greece and Rome**

MW      8:40-9:55

In ancient Greece and Rome, government did little besides wage war and raise taxes, culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: "why war?"; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information-gathering; diplomacy and peacemaking; militarism; war and slavery; the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus. (pre-1800/non-US)

**HIST 2562**      Hinrichs, T.J.

**ASIAN 2262**

## **Medicine and Healing in China (GHB) (HA-AS)**

**STS 2561**

**BSOC 2561**

MW      2:55-4:10

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. (pre-1800/non-US)

# Pre-1800 History Courses

**HIST 2660**      **Parmenter, J.**

**AMST 2660**

**Everything You Know about Indians is Wrong: Unlearning Native American History (HB)**

**AMS 2660**

MWF 9:05-9:55

One thing many Americans think they know is their Indians: Pocahontas, the First Thanksgiving, fighting cowboys, reservation poverty, and casino riches. Under our very noses, however, Native American history has evolved into one of the most exciting, dynamic, and contentious fields of inquiry into America's past. It is now safer to assume, as Comanche historian Paul Chaat Smith has pointed out, that everything you know about Indians is in fact wrong. Most people have much to "unlearn" about Native American history before true learning can take place. This course aims to achieve that end by (re)introducing students to key themes and trends in the history of North America's indigenous nations. Employing an issues-oriented approach, the course stresses the ongoing complexity of Native American societies' engagements with varieties of settler colonialism since 1492 and dedicates itself to a concerted program of myth-busting. As such, the course will provide numerous opportunities for students to develop their critical thinking and reading skills. (pre-1800)

**HIST 4405\***      **Jonsson, M.**

**Magic and Demonic Creatures between Reformation and Enlightenment**

R 12:20-2:15

This course examines beliefs in magic and magical creatures, looking at how the occult organized all aspects of early modern life. Scientists believed that magic could help them create gold, doctors practiced blood magic, and court magistrates sentenced Jews or elderly women to death for allegedly performing devilish rituals on small children. Through the course readings, both primary and secondary, we will analyze how the superstitious was mobilized within struggles between Catholics and Protestants, the nobility and the peasantry, and within emergent Enlightenment philosophy. In particular we will discuss why witches or werewolves were imagined (and hunted) in the period, what that can tell us about the cultural climate of the time, but also how their meaning could morph into the familiar horror staples of our own world. (pre-1800)

# Pre-1800 History Courses

**HIST 4900**      **Parmenter, J.**

**AIIS 4900**

**New World Encounters, 1500-1800**

**AMST 4900**

M      12:20-2:15

*Limited to 15 students.*

The discovery of the Americas, wrote Francisco Lopez de Gomara in 1552, was "the greatest event since the creation of the world, excepting the Incarnation and Death of Him who created." Five centuries have not diminished either the overwhelming importance or the strangeness of the early encounter between Europeans and the indigenous peoples of the Americas. Taking a comparative approach, this course will conceptualize early American history as the product of reciprocal cultural encounters by assessing the various experiences of Spanish, French, and English newcomers in different regions of the Americas. Critical interpretation of primary source material will be emphasized in the course, as will the development of students' ability to reflect critically on these documents, taking into account the perspective of both the colonizers and the colonized. (pre-1800)

**HIST 4922**      **Tagliacozzo, E.**

**ASIAN 4492**

**Ocean: The Sea in Human History (HA-AS)**

W      10:10-12:05

This course focuses on the role of the oceans in human history, from earliest times to the present. It does so by moving both chronologically and topically through oceanic history, so that a number of important topics are covered. We start by looking at a number of different methodologies that may be useful in examining the sea, and then proceed to week-long reading sections on the sea in the ancient world, the Age of Discovery (European and non-European), and at the science of the sea. The second half of the course gets more geographic in focus: week-long sessions deliberate on individual oceans and the main themes that have driven them, covering the Atlantic, the Pacific, the Indian Ocean and the polar seas. Slavery, piracy, discovery, cultural transmission, nautics and science are a part of all of these stories, though in different ways. The course hopes to impart to students the overwhelmingly important role of the oceans in forging human history, both in the centuries that have past and in our modern world. Open to all students with an interest in the sea. (pre-1800/non-US)