Non-US History Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor(s)</th>
<th>Section Code</th>
<th>Time</th>
<th>Days</th>
<th>Course Title</th>
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<tr>
<td>HIST 1700</td>
<td>Norton, M.B.</td>
<td>ASTR 1700</td>
<td>MW 10:10-11:00</td>
<td>10-11</td>
<td>History of Exploration: Land, Sea, and Space</td>
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<td></td>
<td>Squyres, S.</td>
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<td>HIST 1910</td>
<td>Tagliacozzo, E.</td>
<td>ASIAN 1191</td>
<td>MW 10:10-11:00</td>
<td>10-11</td>
<td>Introduction to Modern Asian History</td>
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<td></td>
<td>Seow, V</td>
<td>CAPS 1910</td>
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From ancient Mediterranean seafarers to the Mars rovers, from Christopher Columbus to the Apollo astronauts, humans have for centuries explored the far reaches of our planet. Now we are venturing into the solar system and beyond. This course will examine the history of such human activity. Among the topics covered are: motives for exploration, technological advances that assist exploration, obstacles that must be overcome, and positive and negative consequences of exploration. It is led by Steven Squyres of Astronomy and Mary Beth Norton of History; lecturers include a number of historians and a former director of the Shoals Marine Laboratory.

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.
### HIST 1941
**Dear, P.**

**The History of Science in Europe: From the Ancient Legacy to Isaac Newton**

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

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.”

### HIST 1950
**Craib, R.**

**The Invention of the Americas**

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

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.
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**HIST 2070**  Loos, T.  
**ASIAN 2206**

**The Occidental Tourist: Travel Writing and History in Southeast Asia and Beyond**  
TR  1:25-2:40

Travel can change our understanding of ourselves and the world. Throughout the course, we explore the connections between a writer’s subjectivity and their experience of the world through their writing. We examine novels, diaries, short essays, and photographic collections by explorers, colonial officials, naturalists, and tourists who travel to and from Southeast Asia. To the extent we can, we also read works about Europe and America written by Southeast Asians. In addition to attending to a writer’s subjectivity as it is produced through writing about others, we also consider the historical, political and economic conditions that make travel possible. We will examine how travel writing is inflected with assumptions about the cultural values, race, class, and gender of both travelers and their domestic audience, on the one hand, and the people and places they write about, on the other. We will write about our own travel experiences and photos even as we critique the travel writing genre. The course ends by questioning the role of the internet in the future of tourism and travel in Southeast Asia.

**HIST 2131**  Seow, V.  
**STS 2231**

**Energy in History**  
MW  2:55-4:10  
*Seminar, Limited to 15 Students*

In this seminar, we will explore the role of energy as a force in the driving of history. With the widespread harnessing of fossil fuels in the nineteenth century as our pivot point, we will consider both the prior energy regimes of wood, wind, water, and human and animal muscle, as well as the politics of energy production and consumption from the industrial age to the present. While attentive to issues of environmental impact, we will also examine the broader implications of energy use for social, economic, and political structures across time. Readings will consist of both classic works and recent scholarship, with cases drawn from all around the globe.
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### HIST 2271  Najemy, J.  ITAL 2270  MEDV 2271

**Family Life in Renaissance Italy**

**W 2:30-4:25**

*Sophomore Seminar. Open only to Sophomores during pre-enrollment (all students can enroll during Add/Drop).*

How did women and men experience family life in the literate, urban society of Renaissance Italy? What did it mean to belong to a family? Focusing primarily on Venice and Florence, the seminar begins by exploring the institutions of marriage and the dowry, relations between wives and husbands, childbirth, wet-nursing, the education of children, and prevailing notions of motherhood and fatherhood. The intervention of government in many of these aspects of family life will also be investigated. Attention then shifts to several different senses of the wider family (patrilineal, matrilineal, and marital), to the assemblage of those who shared a common surname, their sumptuous townhouses ("palazzi"), conflicts within families, and the role of families in politics. The study of these topics is made possible by the survival in large numbers of letters, memoirs, medical treatises, literary works, advice books, legal documents, and government legislation and record-keeping concerning family life. The seminar’s meetings will consist of discussion based on the close reading of examples of such primary sources and a selection of studies by modern historians.

### HIST 2530  Powers, D.  NES 2655  RELST 2655

**Introduction to Islamic Civilization**

**MW 11:15-12:05**

*Each student must enroll in a section.*

During the course of the semester we will consider the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the twentieth century. While the readings will provide the student with the chronology of Islamic history, lectures will be devoted to an analysis of thematic units, such as art and architecture, science, and cities. The class meets three times weekly, and the classroom format is that of a lecture/discussion in which students are encouraged to participate actively. Lectures will be accompanied by slide presentations, when appropriate.

8/14/2015
### Modern Caribbean History

**Course:**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.

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<td>HIST 2541</td>
<td>Byfield, J.</td>
<td>TR 2:55-4:10</td>
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### History of Rome I (Also Classics 267)

**Course:**A survey of Rome and its empire from the beginning to late antiquity. This course will explore the formation of Rome's Mediterranean empire and its political, social and economic consequences; the constitutional and social struggles of the late Republic; the transition from Republic to Principate; society and state under the Caesars; the nature and limits of governing a world empire; the interaction of pagans, Christians and Jews in the Roman world.

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<td>HIST 2670</td>
<td>Pilkington, N</td>
<td>TR 11:40-12:55</td>
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<td>CLAS 2681</td>
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### HIST 2674  Fahmy, Z.  
**History of the Modern Middle East: Nineteenth to Twentieth Centuries**  

**MW  10:10-11:00**  

This course surveys the history, politics, and society of the Middle East from World War I until the present day. We will think critically about the transformation of the Middle East from autonomous Islamic empires to colonized mandates to post-colonial states; the development of collective identities such as nationalism, pan-Arabism, and Islamism; the formation and mobilization of social classes and changing gender relations; the Middle East through the lens of the Cold War and subsequent American hegemony; revolution, war, and civil strife; and popular culture.

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<tr>
<td>HIST 2674</td>
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<td>JEWS 2674</td>
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<td>GOVT 2747</td>
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### HIST 2711  Case, H.  
**Politics of Violence in 20th Century Europe**  

**TR  10:10-11:00**  

*Each student must enroll in a section.*  

This course provides a survey of Europe's 20th-century history with special emphasis on violence and its interpretation. Types of violence to be considered include warfare, terrorism, genocide, uprisings, and assassination, among others. Discussions of the First and Second World Wars and the political and ethnic clashes of the Cold War and decolonization will be supplemented by less familiar instances of violence in the European context. Lectures, readings and written assignments will focus on deciphering the various political motivations behind calls for and interpretations of violence.

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<tr>
<td>HIST 2711</td>
<td>GOVT 2716</td>
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<td>JWST 2711</td>
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<td>Course Code</td>
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<td>HIST 2749</td>
<td>Travers, R.</td>
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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.

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<tr>
<td>HIST 2860</td>
<td>Friedland, P</td>
<td>The French Revolution</td>
<td>TR</td>
<td>12:20-1:10</td>
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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.
HIST 2920  Kline, R.  
Inventing an Information Society

MW  10:10-11:00

Cannot be taken for credit after ENGRG 198 / ECE 198.

Explores the history of information technology from the 1830s to the present by considering the technical and social history of telecommunications, the electric-power industry, radio, television, computers and the Internet. Emphasis is placed on the changing relationship between science and technology, the economic aspects of innovation, gender and technology, and other social relations of this technology.

HIST 2960  Hinrichs, TJ.  
East Asian Martial Arts

MW  2:55-4:10

Each student must enroll in a section.

East Asian martial arts are often portrayed as ancient, timeless, and even mystical, but they have a history. In this course we explore how military techniques intended for use in war, policing, and banditry came to be practiced as methods of moral, spiritual, and physical self-cultivation. We examine the historical dynamics that shape martial arts transformation, transmission, and spread. All students conduct at least one field trip to a local martial arts demonstration or school, and consider the question: “What is East Asian about East Asian martial arts in Ithaca?”
This course explores the writings of the most famous and controversial political theorist in the Western tradition. We begin with the political and cultural context of Machiavelli’s early life and education, and his work in the government of the Florentine republic from 1498 to 1512 as head of the second chancery, diplomatic envoy, and military reformer. We then examine – in his correspondence, poetry, and especially in The Prince (1513) – the impact on his early political thought of this experience and of the republic’s collapse in 1512, an event with traumatic personal consequences for Machiavelli. Although he is best known for the ideas in The Prince, Machiavelli subsequently engaged in a constant process of rethinking and revising those ideas. In the works of his most prolific and creative period from 1515 to 1525 – the Discourses on Livy, the Art of War, the plays Mandragola and Clizia, the Florentine Histories, and more poetry – Machiavelli challenged prevailing notions of history, of antiquity as a model for imitation, of political agency, and of the relative merits and weaknesses of different political systems. His analysis of politics increasingly focused on how relations among social classes conditioned the possibilities for liberty, law, and the various forms of government. These issues will be explored through close analysis and discussion of the primary texts.

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.
### HIST 4091  Fahmy, Z.

**Contesting Identities in Modern Egypt**

**W** 12:20-2:15  
*Limited to 15 students.*

This seminar examines the dynamics of modern collective identities which dominated the Egyptian public sphere in the long twentieth century. We will explore the underpinnings and formation of territorial Egyptian nationalism, pan-Arabism and Islamism through close readings and class discussions of important theoretical, historiographical and primary texts.

### HIST 4122  Dear, P.

**Darwin and the Making of Histories**

**W** 2:30-4:25  
*Students cannot take both HIST 2122 (FA14) and HIST 4122 (FA15) 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.
Why are some technologies such as cars and computers associated with men and masculinity? How did sewing machines and vacuums become gendered "female"? How do technological artifacts and systems constitute, mediate, and reproduce gender identities and gender relations? How do technologies uphold gender hierarchies and thus social inequalities?

This class explores the relationship between gender and technology in comparative cultural, social, and historical perspective. Specific themes include: meanings, camouflage, and display; socializations; industrial work; consumption; the domestic sphere; technologies of war; the postwar workplace; sex and sexuality; and reproductive technologies. Most course material focuses on western Europe and the United States since the late eighteenth century, but the issues raised in this class will prepare students to think about the relationship between gender and technology in other contexts -- including our own.

This topics course examines the processes that gave rise to various radical political movements in parts of Latin America in the 19th and 20th centuries. Readings and discussion around particular historical case studies combined with theoretical questions related to resistance, defiance, rebellion and revolution. Some prior knowledge of Latin American history is recommended but not required. Spanish helpful but not required. Undergraduates should enroll in 4590; graduate students should enroll in 6590.