**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.

---

**HIST 1590  Byfield, J.**

**History and Popular Culture in Africa**

**TR  11:40-12:55**

This course uses a multidisciplinary approach to explore the complex relationship between history and popular culture in Africa. The course considers two main questions - How can you write history using popular culture? And how do artists use history to create popular culture? It uses examples from around the continent to explore old and new forms of popular culture; forms of cultural expression used by historians; as well as the ways in which artists use moments of great historical significance or key historical actors in their works. We consider, for example, the work of Leroy Vail who used songs by Mozambican peasants to write a social history of colonialism as well as films about colonialism by African film-makers such as the late Ousman Sembene.
### HIST 1630  Hull, I.

**The International Laws of War**

MW 11:15-12:05

Is the use of drones legal? Are terrorist covered by the Geneva Convention? In this course students will learn the history and core concepts of the laws of armed conflict and will apply them to difficult contemporary questions such as these. The course covers the major controversies surrounding international law in order to enable students to recognize the spectrum of genuine legal debate and distinguish it from spurious arguments. The goal is to prepare students to make reasoned judgments about the application of law to war.

### 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  Bassi, E.  LATA 1950

**The Invention of the Americas**

| MW | 2:30-3:20 |

When did the 'Americas' come into 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 2492  Koschmann, J.V.  ASIAN 2292

**Europe’s Asia: Modern European Discourse on History and Subjectivity**

| MW | 2:55-4:10 |

Integral to modern European philosophies of history and the human subject is an image of Asian societies (or the "Orient") as static and despotic. G. W. H. Hegel posited that China was the "childhood of history," a land where "nothing subjective is recognized." Marx tried to account for the apparent absence of historical change in India by developing the model of an "Asiatic mode of production," and Max weber searched in vain through Chinese religion and ethics for an analogue to the Protestant ethic. In this seminar, we will consider the Hegelian, Marxian and Weberian theses in some detail, and then turn to some more recent Western constructs of East Asia. Along the way, we will reflect critically upon intellectual history as an approach to the past, the epistemological and ideological functions of cultural opposites, the relationship between theories of history and the practice of imperialism, and other relevant questions. The seminar is meant to provide an open and non-threatening context in which students can gain experience in the interpretation and analysis of complex texts that are not only difficult and problematical but of seminal importance in the ongoing process of human self-understanding.
### Non-US History Courses

**HIST 2562**  
Hinrichs, TJ.  
*Medicine and Healing in China*  

<table>
<thead>
<tr>
<th>TR</th>
<th>2:55-4:10</th>
</tr>
</thead>
</table>

An exploration of processes of change in medicine in China. Focuses on key transitions, such as the emergence of canonical medicine, of Daoist approaches to healing and longevity, of Buddhist medicine and medical relief, of “Scholar Physicians,” and of “traditional Chinese medicine” in modern China. Examines the development of new healing practices in relation to both popular and specialist views of the body and disease, “cultivating vitality” practices, modes of transmission of medical knowledge, and healer-patient relations.

---

**HIST 2571**  
Chen, J.  
*China Encounters the World (GB)*  

<table>
<thead>
<tr>
<th>TR</th>
<th>10:10-11:25</th>
</tr>
</thead>
</table>

This is a lecture and discussion course focusing on how China has encountered the world since the 17th century, with an emphasis on the late 19th and 20th-centuries. In particular, it will analyze the age-old Chinese "Central Kingdom " conception and how the conception was challenged during modern times as the result of Western and Japanese incursion and China’s inability to deal with the consequences of the incursion. It will further analyze the impact of the Chinese "victim mentality" in order to pursue a deeper understanding of why radical revolutions have dominated China's modern history. While the emphasis of this course is China's external relations, foreign policy issues will be examined in the context of China's political, economic and social developments in broader terms. The course’s purpose is not just to impart information but also to cultivate a basic understanding of the significance of the Chinese experience in the age of worldwide modernization. Grade in this class will be calculated on the basis of class participation, quizzes, midterm and final exams, and one essay assignment.
## Non-US History Courses

### HIST 2742  Falk, O.  MEDV 2130

**Cultures of the Middle Ages: Medieval Frontiers Societies (HB)**

<table>
<thead>
<tr>
<th>TR</th>
<th>10:10-11:25</th>
</tr>
</thead>
</table>

It's bad enough to run up against a border: at least you know where you stand. The frontier, however -- that fuzzy, murky zone that envelops the border while making its precise contours invisible -- is far more ambiguous, dangerous ground to tread. People, ideas, and other contraband criss-cross it; men (and sometimes women) make their own law; cultures clash and conspire together. At the margins of Europe -- Ireland, Wales, Scandinavia, Poland, Germany, the Low Countries, Spain, Sicily, the Levant -- medieval people discovered what every Trekkie knows: final frontiers, spaces of both oppression and opportunity. This course will explore some of the exchanges, friendly and otherwise, that took place at the edges of the medieval world, seeding many of the more radical developments which shaped the modern world.

### HIST 2860  Friedland, P  FREN 2860

**The French Revolution**

<table>
<thead>
<tr>
<th>TR</th>
<th>10:10-11:00</th>
</tr>
</thead>
</table>

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 2970    Verhoeven, C.

Imperial Russia: Peter the Great to the Revolution of 1917

MW  11:15-12:05

This course surveys the history of Imperial Russia, with an emphasis on the empire’s recurrent experience of revolutionary change in the political, socio-economic, and cultural spheres. Topics include such remodeling projects as Peter the Great's westernization and Alexander II's “Great Reforms”; military upheavals like 1812, nineteenth century imperialist warfare, the Revolution of 1905, World War I, and the Revolution of 1917; late, and therefore very rapid industrialization and urbanization; and the attempts by successive generations of rebels and revolutionaries to put their political theory into practice. A good deal of class readings will be drawn from Russia's rich literary heritage, especially its 'golden age' (e.g. Tolstoy, Dostoevsky, etc.).

HIST 3050    Weil, R.

Eighteenth-Century Britain

TR  1:25-2:40

Whether watching a hanging at Tyburn, speculating on the newly invented stock market, chasing pirates or seeking suitable marriage partners at Bath, British men and women in the 18th century faced a world that had been dramatically remade by consumer capitalism, Enlightenment ideas, political revolution(s) and warfare on an unprecedented scale. This course considers the British experiences of religious persecution, crime, empire, sexuality and capitalism, and the impact of these on the modern world.
Non-US History Courses

HIST 3060  Craib, R.  LATA 3060  LSP 3061

Modern Mexico: A Global History@

TR  2:55-4:10

Each student must enroll in a section.

This course provides a general, critical introduction to the history of Mexico since its independence from Spanish rule in the early nineteenth century. Rather than a chronological summation of events and great leaders, emphasis will be placed upon certain themes and trends with respect to economic, social and cultural development and change. We will be particularly interested in the patterns of conflict and negotiation that shaped Mexico’s history and emphasis will be given throughout the course to the ways in which “everyday people” participated in and influenced the political events of their times and to the important regional, class, ethnic, and gender differences that have figured prominently in Mexico’s history. The course also pays attention to the history of what one could call “greater Mexico” and relations with the United States. Finally, we will be concerned with the historiography, not just the history, of Mexico: that is, the ways in which the history of Mexico has been written and the political dimensions of writing those histories.

HIST 3300  Koschmann, J.V.  ASIAN 3335

Japan from War to Prosperity

WF  1:25-2:15

An interpretation of Japanese history from the late-1920s to present, emphasizing mobilization for total war and its continuing legacies, technology and organized capitalism, relations with the U.S. and Asian neighbors, social integration and exclusion, historical representation and consciousness, and political dynamics. This is an introductory course; first-year students and students with no previous courses on Asia are welcome.

4/1/2016
Non-US History Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3626*</td>
<td>Robcis, C.</td>
<td>Revolution</td>
<td>TR</td>
<td>11:40-12:55</td>
<td></td>
</tr>
</tbody>
</table>

In 1989, following the anti-Communist revolutions in the Eastern Bloc countries, Francis Fukuyama famously proclaimed “the end of history” and predicted the final global victory of economic and political liberalism. Marxism had been definitely defeated and the era of revolutions was over. Yet, in the last two decades, revolutions have been spreading across the globe with remarkable speed: from the color revolutions in the former Soviet Union and Balkan states, to the Arab Spring and the widespread anti-globalization and anti-austerity protests around the world. This course will offer a comparative study of the history and theory of modern revolutions—from the American and French revolutions of the 18th century to the anti-colonial independence struggles of the postwar world—with the goal of attaining a more nuanced and contextualized understanding of the revolutions of our time. We will explore the causes and motivations of diverse revolutionary movements, placing particular emphasis on the political ideas that inspired them. We will read works by Paine, Rousseau, Robespierre, Sieyes, L’Ouverture, Marx, Tocqueville, Lenin, Luxembourg, Mao, Fanon, and others. The course is designed as an introductory class and no previous knowledge of the history or political theory we will be covering is required. 3626

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Title</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3652</td>
<td>Greene, S.</td>
<td>African Economic Development Histories</td>
<td>MWF</td>
<td>11:15-12:05</td>
<td></td>
</tr>
</tbody>
</table>

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.

4/1/2016
Non-US History Courses

HIST 3710    Weiss, J.
World War II in Europe

TR  10:10-11:25

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings will examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture.

HIST 3720*    Seow, V.
Chinese Communism

MW  2:55-4:10

The People’s Republic of China entered the twenty-first century as the world’s sole communist superpower. How did the Chinese Communist Party (CCP)—which was made up of but a few dozen members at its founding in 1921—come to rule over China in 1949 and hold on to the reins of government since? This course considers the history of Chinese communism from its origins in the aftermath of the First World War up to the present. In following the CCP along its road to revolution and through its decades in power, we chart the ways in which Chinese communism shaped and shifted the dynamics between state and society in China’s tumultuous twentieth century. At the same time, we explore how Chinese communism as an ideological and institutional force influenced and was, in turn, influenced by various global currents and movements, from Cold War politics to radical agrarian insurgencies. This course will equip students to critically engage with questions of revolution, governance, and the place of China in the world today. No prior knowledge of Chinese culture, history, or language required.
Non-US History Courses

**HIST 3950**  Tagliacozzo, E.

**Monsoon Kingdoms: Pre-Modern Southeast Asian History**

TR 1:25-2:40

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

**HIST 4041**  Bassi, E.

**Atlantic Commodities**

M 12:20-2:15

Since Columbus’s arrival to the Americas, a number of commodities have bound together Europe, Africa, and the Americas, drastically changing the lives of many people on both sides of the Atlantic. Covering nearly five hundred years of history, this seminar invites students to explore the history of the Atlantic World through the “lives” of commodities such as gold, silver, sugar, cacao, tobacco, cotton, cochineal, indigo, bananas, and more. Tracing commodities from their production site to the moment of consumption, students will be able to understand the possibilities that the commodity-chain approach offers to historical research. As part of this seminar students will write a research paper (using primary sources) that will explain the commodity chain of a specific commodity.
Non-US History Courses

HIST 4061  Chen, J.  HIST  6061
The New Cold War History

T  2:30-4:25
Limited to 15 students.
This is a reading and research seminar with an emphasis on the "new" Cold War history—a scholarly phenomenon emerging since the early 1990s, along with the end of the global Cold War and the new opportunities to conduct multi-archival and multi-source research. Students will be exposed to various new interpretations, new methods of research, and new ways of thinking associated with the "new Cold War history" studies. Readings in this class will be focused on the scholarship that has appeared since the early 1990s. Students are required to write several feature reviews and a comprehensive review essay, as well as to present them, in the course. Grade in the course will be calculated on the basis of evaluation of both written work and oral presentations, as well as of class participation.

HIST 4120  Dear, P.  STS  4120
The Scientific Revolution in Early-Modern Europe (HB)

W  2:30-4:25
Limited to 15 students.
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.

4/1/2016
### Marriage and Divorce in the African Context

**HIST 4291**  
Byfield, J.

W  
10:10-12:05

Marriage was the widely expected norm within African societies. The institution was an important marker of adulthood, linking individuals and lineages in a network of mutual cooperation and support. Marriage practices and the concomitant gender expectations varied significantly between societies, and over time. As a result, marriage and divorce are especially rich terrain for exploring social history, women's agency, discursive constructions of 'women', masculinity and gender relations of power. This course explores some of the newest scholarship on marriage by Africanist scholars. The readings demonstrate the wide cultural variety in marriage as well as the dynamic relationship between marriage and historical change. They especially highlight women's roles and expectations in marriage, masculinity and the ways men and women negotiated the rules and boundaries of marriage.

### Towards a Prehistory of Terrorism

**HIST 4601**  
Falk, O.

T  
2:30-4:25

*Each student must enroll in section.*

This course puts contemporary terrorism in a long-term historical context. We will read modern theoreticians of terror and counter-terrorism, as well as accounts by practitioners and witnesses. We will also look at pre-modern acts of fearsome violence. Does a current perspective on terrorism help us understand pre-modern ruthlessness in a new light? Can ancient and medieval texts illuminate the current crisis of terror?