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.

Novels are perhaps one of the most enjoyable ways to explore the past. Written as fiction, they nevertheless, entice us to learn more. This course will explore a number of different novels, some written by African men, others by African women, as they elucidate the joys and concerns that in some instances are specific to particular times and places, but in other instances express how Africans have grappled with and laughed about themes that are of universal concern.
HIST 1480*  Rickford, R.

**FWS: African-American Politics and Identity Beyond U.S. Borders**

MW  2:55-4:10

How have African Americans envisioned liberation as a global political and cultural project? This writing seminar will explore the work of black twentieth century thinkers who understood racial oppression as a global problem and insisted on pursuing global solutions. By reading a series of short articles and chapters, students will gain exposure to the main themes in African-American transnational thought. By preparing short essays, they will strengthen their style, organization, and persuasive power as writers. Finally, they will hone their skills of political analysis and gain a new appreciation for the creative dimensions of historical writing.

HIST 1540  Baptist, E.     Hyman, L.  AMST  1540

**American Capitalism**

MW  2:55-4:10

*Each student must enroll in a section.*

This course studies the history of American capitalism. It helps you to answer these questions: What is capitalism? Is the U.S. more capitalist than other countries? How has capitalism shaped the history of the United States? Has it been a force for freedom, or is it a system of exploitation? What is its future? Through lectures, readings, and discussions, we’ll give you the tools to win all your future arguments about capitalism, pro and con. And we won’t even charge you the full market price.
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<th>Course Code</th>
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<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>HIST 1561</td>
<td>Minawi, M</td>
<td>TR 10:10-11:25</td>
<td>NES 1561</td>
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<td></td>
<td>Introduction to the Ottoman Empire (GHB)(HA-AS)</td>
<td>JWST 1561</td>
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<td>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.</td>
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<tr>
<td>HIST 1590</td>
<td>Byfield, J.</td>
<td>TR 11:40-12:55</td>
<td>ASRC 1590</td>
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<tr>
<td>History and Popular Culture in Africa</td>
<td>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.</td>
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<tr>
<td>HIST 1595</td>
<td>Rickford, R.</td>
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**African American History From 1865**

TR 10:10-11:25

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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<th>Course Code</th>
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<td>HIST 1630</td>
<td>Hull, I.</td>
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**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.
A Global History of Love

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.

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

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 2163          Weiss, J.

History of the United Nations

TR  2:55-4:10

Seminar, limited to 15 students.

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.
### Seminar in Iroquois History

**HIST 2390**  
Parmenter, J.  
1:25-2:40  
**TR**

This seminar explores the history and culture of Iroquois people from ancient times, through their initial contacts with European settlers, to their present-day struggles and achievements under colonial circumstances in North America. Adopting an interdisciplinary perspective, students will be exposed to a variety of methodologies and approaches to reconstructing the Iroquois past. Readings and discussions will be drawn from a range of sources, with special emphasis on historical documents. In addition to these texts, we will read traditional narratives, archaeological reports, ethnography, contemporary Iroquois literature, online resources, and museum exhibits of material culture.

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

**HIST 2492**  
Koschmann, J.V.  
2:55-4:10  
**MW**

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.
**HIST 2562**  
Hinrichs, TJ.  
**Medicine and Healing in China**  
TR 2:55-4:10  

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)**  
CANCELLED  

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.
**HIST 2640**  Chang, D.  
**Introduction to Asian American History**

TR 11:40-12:55


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**HIST 2665**  Parmenter, J.  
**The American Revolutionary Era**

MW 11:15-12:05

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

TR 10:10-11:25

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.

Latinos in US History

CANCELLED

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 history look like from the vantage point of the colonized, 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 American History. 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.
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.

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.).
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.

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.
History Courses

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.

HIST 3451  Sachs, A.  AMST 3451
Culture and Identity in Modern America: The 20th Century
MW  10:10-11:00
Each student must enroll in a section.

An exploration of American thought and culture from 1890 to the present. Topics include: literature and the arts; history of science; philosophy; religious values; environmental politics; race and ethnicity; feminism; and especially the intellectual impact of major economic and political events.
History Courses

HIST 3626* Robcis, C. Frank, J. GOVT 3726
Revolution
TR 11:40-12:55

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

HIST 3652 Greene, S. ASRC 3652
African Economic Development Histories
MWF 11:15-12:05

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.

4/13/2016
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.
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<tr>
<td><strong>HIST 3740</strong></td>
<td>Glickman, L.</td>
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<td><strong>AMST 3744</strong></td>
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<tr>
<td><strong>America Becomes Modern: The Gilded Age and Progressive Era</strong></td>
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“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.

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<td><strong>HIST 3950</strong></td>
<td>Tagliacozzo, E.</td>
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<td><strong>ASIAN 3397</strong></td>
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<td><strong>HIST 6950</strong></td>
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<td><strong>ASIAN 6970</strong></td>
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<tr>
<td><strong>Monsoon Kingdoms: Pre-Modern Southeast Asian History</strong></td>
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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 4000  Sachs, A.**

**Introduction to Historical Research**

T 12:20-2:15  
*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  Verhoeven, C.**

**Honors Guidance**

M 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.
# History Courses

**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.

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**HIST 4061**  Chen, J.  
**The New Cold War History**  
**M**  12:20-2:15  

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.
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.

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.
History Courses

HIST 4542  Minawi, M.  

The Modern Middle East During the Long 19th Century

R  2:30-4:25  

Limited to 15 students.

This senior/graduate seminar will tackle some of the main debates in the historiography of the Middle Eastern, by focusing on the history of Middle East during the period of Ottoman rule. The Middle East is a loosely defined geographic area, which for the purpose of this course will include parts of North Africa, the Eastern Mediterranean, the Fertile Crescent, and the Arabian Peninsula. Concentrating on the Middle East in the 19th century will provide the context in which to discuss ideas such as imperialism, colonialism, orientalism, center-periphery relations, centralization vs. decentralization and ethnic nationalism against the background of fast-moving developments of the Late Ottoman Empire. Students will be expected to have basic background knowledge in Middle Eastern/Islamic History.

HIST 4601*  Falk, O.  

Towards a Prehistory of Terrorism

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?
### History Courses

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<tbody>
<tr>
<td>HIST 4851</td>
<td>Garcia, M.C.</td>
<td>Refugees</td>
<td>2:30-4:25</td>
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**Cancelled**

*Limited to 15 students.*

Since World War II, over 4 million people have migrated to the United States as refugees. In this seminar we will examine some of these refugee migrations and the ways these migrations challenged our understanding of the United States as a “haven for the oppressed”. We will examine the crafting of refugee/asylum policy, the role of nongovernmental actors in influencing policy, and the ways policy reflected foreign-policy interests and security concerns. The last weeks of the course will pay particular attention to our changing definitions of who ‘merits’ asylum in the United States since the end of the Cold War.

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<th>Title</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>HIST 6252*</td>
<td>Ghosh, D.</td>
<td>Commemorations and Public Culture</td>
<td>2:30-4:25</td>
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This course is a reading seminar structured around the history of commemoration and public culture. We will focus on how historical events and figures are remembered and even celebrated in monuments, statues, the naming of streets, parks, buildings, and other public sites. The materials will be drawn from various parts of the world, addressing controversies and debates about which historical events and subjects are honored, and which are forgotten. We will investigate how certain kinds of (local, national, ethnic, racial, gendered) publics are represented for popular consumption, while other forms of identification are made less visible and even erased. The course is open to graduate students who are interested in history, art, history, anthropology, and those interested in understanding how the past is represented in the future.
This graduate seminar will focus on the works of Michel Foucault, Frantz Fanon, Louis Althusser, Gilles Deleuze and Félix Guattari, all of whom wrote extensively about the colonization and decolonization of the mind. Our goal will be to better understand how these thinkers articulated political and psychic questions throughout their lives. How do ideology, discourse, and power constrain and constitute subjects at the same time? How do particular institutions such as the asylum, the prison, the camp, or the school produce different psychic and political structures? What can freedom and agency look like in this context?

The French Revolution has fascinated, enraged, and perplexed some of the greatest writers of the last two centuries. In this seminar, we will be reading the whole range of these texts: from theorists like Burke, Tocqueville, and Marx, to literary figures like Carlyle and Dickens, to more recent historians writing from the perspectives of social history, cultural studies, post-structuralism, and colonial studies.
In this interdisciplinary graduate seminar, we focus on a critical selection of classic works and contemporary scholarship related to the history of capitalism—the study of how this distinct political economic system has developed from past to present. Through the close reading of these texts, we will expose ourselves to a range of historical and historiographical perspectives and approaches to understanding capitalism and its impact on the world we inhabit. This seminar is open to students in history and beyond—anthropologists, economists, philosophers, political scientists, and sociologists too are most welcomed.

CANCELLED

Limited to 15 students.

Since World War II, over 4 million people have migrated to the United States as refugees. In this seminar we will examine some of these refugee migrations and the ways these migrations challenged our understanding of the United States as a “haven for the oppressed”. We will examine the crafting of refugee/asylum policy, the role of nongovernmental actors in influencing policy, and the ways policy reflected foreign-policy interests and security concerns. The last weeks of the course will pay particular attention to our changing definitions of who ‘merits’ asylum in the United States since the end of the Cold War.
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<tr>
<th>Course Code</th>
<th>Instructor 1</th>
<th>Instructor 2</th>
<th>Days</th>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 7090</td>
<td>Hull, I.</td>
<td>Hinrichs, TJ.</td>
<td>M</td>
<td>2:30-4:25</td>
<td>This course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization. Required of all first-year graduate students. Limited to first-year graduate students in history, except by special permission.</td>
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