## HIST 1511  Weil, R.
### The Making of Modern Europe, 1500 to the present

**MW  11:15-12:05**  
*Each student must enroll in a section.*

This course surveys major developments since 1500, including the Protestant Reformation and Catholic Counter-Reformation, the Enlightenment, the French Revolution, Imperialism, Fascism and Communism, Word Wars I & II, the Cold War, decolonization, the welfare state and the emergence of a "new world order." Prominent themes are the changing experience of violence, the relationship of Europe to the rest of the world, and the tensions within and among national, ethnic and "Western" identities. This course fulfills some of the traditional goals of a "great books" course through exposure to major thinkers like Luther, Hobbes, John Stuart Mill, and Karl Marx, but it also introduces other kinds of historical sources, such as personal memoirs, parliamentary debates, and film.

## HIST 1600  Case, H.  Verhoeven, C.
### History of Law: Great Trials

**TR  12:20-1:10**  
*Each student must enroll in a section.*

Through discussion of a variety of high-profile and lesser-known trials throughout history, this course will examine a range of issues in the history of law and criminality. We will study the changing conceptions of justice and punishment, trials as a form of social marginalization, and the relationship between ideology—imperialism, liberalism, communism, fascism—and law. Cases to be covered include: Socrates, Jesus Christ, Gilles de Rais, the French Revolutionary Terror, the Russian revolutionary terrorists, the Dreyfus Affair, the Stalinist show trials, the war crimes trials at Nuremberg, Adolf Eichmann, Charles Manson, the Black Panthers, the Hague Tribunal, and Saddam Hussein.
Non-US History Courses

HIST 1740  Hinrichs, TJ.  
Imperial China  
MW  2:30-3:20

This course explores the history of imperial China between the 3rd century B.C.E. and the 16th century C.E. with a focus on the following questions: How did imperial Chinese states go about politically unifying diverse peoples over vast spaces? How did imperial Chinese approaches to governance and to relations with the outer world compare with strategies employed by other historical empires? How did those approaches change over time? How did major socio-cultural formations — including literary canons; religious and familial lineages; marketing networks; and popular book and theatrical cultures — grow and take root, and what were the broader ramifications of those developments? How did such basic configurations of human difference as Chinese (civilized)-barbarian identity, high-low status, and male-female gender operate and change over time?

HIST 1942  Dear, P.  
The History of Science in Europe: Newton to Darwin; Darwin to Einstein  
TR  11:40-12:55

What is modern science? And how did it get that way? This course examines the emergence of the dominant scientific world-view inherited by the 21st century, to trace how it, and its associated institutional practices, became established in largely European settings and contexts from the 18th to the early 20th centuries. It focuses on those broad conceptions of the universe and human knowledge that shaped a wide variety of scientific disciplines, as well as considering the twin views of science as “natural philosophy” and as practical tool.
**Non-US History Courses**

**HIST 1960** Craib, R.  
Latin America & the Modern World  
MW  2:55-4:10

A survey of the social, political, cultural and economic history of Latin America from roughly 1800 to the present. Primary aim is to develop a mental map of the history of Latin America - of prominent themes issues; of historical eras and trajectories. Given the vastness of Latin America, and its somewhat arbitrary composition as an object of study, the approach of the course is thematic and chronological rather than regional. We will pay attention to a number of more specific and interconnected themes: the development of, and relationship between, economies and processes of state formation; the complex roles Britain and the U.S. have played in the region, but always with an appreciation for how Latin Americans have shaped their own histories and those of the U.S. and Britain; the ways in which non-elites - slaves, workers, peasants, among others - have shaped history; the politics of the production of history; and Latin America's 'situatedness' in a broader world. Weekly readings include historical and theoretical works memoirs, speeches, documents and novels.

**HIST 2180** Hull, I.  
Seminar on Genocide  
MW  2:55-4:10  
*Limited to 15 students.*

This course examines some of the most terrible events of the twentieth century, events such as the mass murders of the Armenians (1915-1918), the European Jews (1939-1945), the Cambodians (1975-79), and the Hutus of Rwanda (1994). Students will apply historical methods to address such questions as the preconditions leading to genocide; the relation of genocide to war, revolution, nation-building, and ideology; the motivations of perpetrators; the limits to victim's efforts at self-defense; the responses of the regional or world community; and the legal and political consequences of such acts.
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<td>HIST 2315*</td>
<td>Roebuck, K.</td>
<td>7:30-8:45</td>
<td>MW</td>
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The Occupation of Japan

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 investigate these links in final individual research projects.

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<tr>
<td>HIST 2321*</td>
<td>Strauss, B.</td>
<td>2:55-4:10</td>
<td>MW</td>
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Introduction to Military History

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.

*Limited to 15 students.*
Enslaved! Then and Now

TR 1:25-2:40

In this course, we will read and analyze select texts (both oral and written) that were composed between the late 18th century and 2005 by individuals who were enslaved in Africa, and in the United States. For whom were these texts produced and for what purpose? How much in these texts is history, how much is fiction, and how do we determine the difference? What can these texts tell us about the individual authors and the political, economic and cultural contexts in which they were written? These and other related questions will structure this seminar.

China Encounters the World

TR 11:40-12:55

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 2672    Fahmy, Z.                      NES  2670
The History and Politics of Modern Egypt
MWF   11:15-12:05

This lecture class will explore the socio-cultural history of modern Egypt from the late eighteenth century to the present. We will explore Egyptian history under the Ottomans and the Mamluks, the unsuccessful French attempt to colonize Egypt and the successful British occupation of the country. We will then examine the development of Egyptian nationalism from the end of the nineteenth century through Nasser’s pan-Arabism to the current Mubarak regime. We will accomplish this with the aid of a variety of texts and media, including novels and films.

HIST 2742    Falk, O.                        MEDV 2130
Cultures of the Middle Ages: Medieval Frontiers Societies
TR    10:10-11:25

The point of this course is to encourage students to read medieval texts imaginative and critically. My own take would be to equip them to know what to believe from what they read in newspapers and the blogosphere. The readings will focus on two quite different yet related topics that each lie close to the core of medieval political culture. First, the great royal charter of liberties from 1215 stands to this day as a great symbol of democracy and the rule of law, both here in the US and in England. But is that really what Magna Carta was about? And second, so many historians seek to avoid using the word now? Magna Carta we can read, clause by clause where necessary. But how can we test the case for feudalism, when neither the word(s) nor the abstract idea appears in medieval sources? How does the scholar frame his or questions and find the facts to answer them?
HIST 2862*  Friedland, P.

Before the Modern: European Culture, Thought, and Politics (1500 to 1750)

TR  8:40-9:55

The western world before the modern age was a place where kings were thought to have mystical powers, where faith in an omnipresent God coexisted with a belief in magic and witches, where slavery was seen as perfectly natural, where Jews and lepers were viewed as untouchable, and where spectacles of execution drew thousands of spectators eager to watch human beings be put to death. Through a variety of cultural, philosophical, and political texts, we will explore how the people of pre-modern Europe made sense of their world, and how this world slowly began to disappear at the dawn of the modern age.

HIST 2985  Barwick, J.

Transformations in Twentieth Century China

TR  2:55-4:10

The twentieth century was a time of unprecedented change in China, as the country’s ancient imperial system collapsed and a new modern order began to emerge. This course will explore the myriad transformations that occurred during this remarkable century of revolution and renewal. Among the major changes that we will focus on are the fall of the Qing dynasty, the intellectual awakening of May Fourth, the rise of the Nationalist party-state, and key events of the Communist era, such as the Great Leap Forward and Cultural Revolution under Mao Zedong and the capitalist reforms of Deng Xiaoping. The class will encourage reflection on China’s encounter with modernity in order to better understand the complex reality of China today.
HIST 3080    Hull, I.

Postwar Germany: 1945 to the Present

MWF   10:10-11:00

Each student must enroll in section.

This course examines modern Germany in the aftermath of World War II. It compares the experiences of East and West Germany, their state forms and cultures. It explores the collapse of East Germany and the continuing effects of the hurried reunification. The course poses many questions, among them: How did the victorious allies try to administer the defeated land? How did Germans, East and West, try to come to grips with the Nazi past and its crimes? How does one reconstitute civil society after dictatorship and war? How did the communist regime function? Why did it fall? What are the main challenges Germany now faces in building a unified society and in regaining its place as a power in Europe?

HIST 3960    Loos, T.    Tagliacozzo, E.

Southeast Asian History from the Eighteenth Century

TR   10:10-11:25

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

10/13/2015
Non-US History Courses

**HIST 4120**  Dear, P.  
**The Scientific Revolution in Early-Modern Europe**

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.

**HIST 4242**  Barwick, J.  
**China's Encounter with Modernity**

W  10:10-12:05

This course explores the processes and paradoxes of China’s engagement with the modern world, focusing in particular on the Republican era, which lasted from 1912 to 1949. This period witnessed epochal changes in Chinese society and culture, ranging from the adoption of republican government and expansion of print culture to the promotion of women’s rights and explosion of nationalism. Taken together, these and other changes can be said to signify the emergence of Chinese modernity. Yet what exactly do we mean by the term “modernity”? And what makes modern China “modern”? This class will seek to answer these questions by examining in detail the concrete developments that were occurring in different spheres of Chinese society in the early twentieth century and how these developments impacted the lives of individual Chinese, while also critically engaging the rich variety of ways that scholars have utilized the concept of modernity to understand and analyze them. In the process, we will learn to be alert to such issues as the potentially hegemonic aspects of “modernity” as a conceptual category, the ways in which modernity both integrates and transforms previously existing sociocultural patterns, and the inherent tension between the universalizing pretensions of modernity and the persistence of cultural particularism.

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Non-US History Courses

HIST 4523*  Case, H.

Politics of the Intellectual in 20C Europe

W  2:30-4:25

This course will concentrate on European thinkers’ engagement with the politics of the 20th century. Discussion will cover a range of cultural and intellectual currents and ideologies—modernism, fascism, communism, “dissidence,” “internal” migration, “anti-politics”—as well as genres (essays, letters, fiction, criticism, poetry, film). Readings will include works by, among others, Alexander Bogdanov, Georges Sorel, Rosa Luxemburg, Alexandra Kollontai, Virginia Woolf, Samuel Beckett, Antonio Gramsci, Anna Akhmatova, Thomas Mann, Jose Ortega y Gasset, Emil Cioran, Carl Schmitt, Istvan Bibo, Jean-Paul Sartre, Milovan Djilas, Albert Camus, Hannah Arendt, Nikos Kazantzakis, George Orwell, Nazim Hikmet, Christa Wolf, Leszek Kolakowski, Vaclav Havel, Joseph Brodsky, Czeslaw Milosz, Adam Michnik, Jacques Derrida, Jurgen Habermas, Orhan Pamuk, and W.G. Sebald.

HIST 4624*  Friedland, P.

The Age of Intellectual & Political Revolutions: Europe & the Colonies in the 18th Century

T  2:30-4:25

This seminar explores the relationship between revolutions in thought (in such writers as Hobbes, Locke, Montesquieu, and Rousseau) and the various political revolutions that took place on both sides of the Atlantic (the Glorious Revolution of 1688, the American Revolution, the French Revolution and the Haitian Revolution). We will read a variety of primary texts as well as historical studies on the period as preparation for students to produce a substantial research paper on the subject.
Non-US History Courses

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<td>HIST 4761*</td>
<td>Falk, O.</td>
<td>T 2:30-4:25</td>
<td>Anglo-Saxon England</td>
<td>The people who invaded the isle of Britain after the withdrawal of Roman government in the early fifth century, and who dominated it until the establishment of Norman rule in the late eleventh century, are responsible for some of the best-known and most enduring legacies of the Middle Ages: Beowulf and Bede’s Ecclesiastical History, the archbishoprics of Canterbury and York, Alfred the Great and Æthelred the Unready. This course examines the Anglo-Saxons in their early-medieval context, focusing especially on the cooperation between history and its sister disciplines – archaeology, literary criticism, and others – that is so vital for shedding light on this distant, opaque era.</td>
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<td>HIST 4922*</td>
<td>Tagliacozzo, E.</td>
<td>T 2:30-4:25</td>
<td>Ocean: The Sea in Human History</td>
<td>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.</td>
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10/13/2015
Theories of modernization have inspired, informed, and plagued histories of middle and late imperial China. For the Song-Qing eras (roughly 10th-19th centuries), comparative studies have variously found and sought to explain modernization emerging earlier than in Europe, an absence of modernization, or alternative paths of modernization. Regional models have argued for pan-East Asian systems and patterns of modernization. Global models have argued that China had a vital role in European development as a provenance of modernizing institutions and ideas, as a source of exploited resources, or otherwise as an integral part of global systems. In this course we explore these historiographical debates and develop critical perspectives, including approaches to escaping Eurocentric and teleological frameworks.