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?

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

HIST 2660  Parmenter, J.  AMST 2660  AIS 2660
Everything You Know about Indians is Wrong: Unlearning Native American History (HB)
MWF  9:05-9:55

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

HIST 2676  Rusten, J.  CLAS 2676  GOVT 2676
Pericleans Athens
MWF  9:05-9:55

Beginning with the archaic background of aristocratic, religious, cultural and military traditions of mainland Greece, we will follow the Athenian plunge into democracy, the theatrical translation of traditional myths into contemporary issues, radical speculation on religion, science, natural law, national identities, economically supported by a large class of slaves and an unquestioned commitment to aggressive imperialism. The center of this period is marked by the political leadership (446-429 BCE) of Pericles. The resulting three decade war with the Peloponnesian league, as recorded by Thucydides and others, forms the third major topic, and the final weeks will trace the fate of Socrates. Fifth century Athens is richly documented: readings (all in English) from Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato and other texts and inscriptions.
Pre-1800 History Courses

**HIST 2742**  Falk, O.  
**Cultures of the Middle Ages: Medieval Frontiers Societies (HB)**

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) (HB)**

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.
Pre-1800 History Courses

HIST 4120  Dear, P.  
The Scientific Revolution in Early-Modern Europe (HB)  
CANCELLED  
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 4624*  Friedland, P.  
The Age of Intellectual & Political Revolutions: Europe & the Colonies in the 18th Century (HB)  
T  2:30-4:25  
This seminar explores the relationship between radically new ideas in the 18th century and the various political revolutions that took place on both sides of the Atlantic (The American Revolution, the French Revolution and the Haitian Revolution). In the first part of the course, we will read both 18th century authors (Montesquieu, Rousseau etc.) as well as modern historians (Foucault, Hunt, Dubois). For the remainder of the class, students will conduct their own original research into a particular intellectual or political revolution and will produce a substantial research paper based upon that research.
### Pre-1800 History Courses

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Treaties between settler governments and indigenous nations rest at the heart of North American history. These agreements provided the nations of the United States and Canada the vast majority of the land and resources they enjoy today and recognize the nationhood of indigenous tribes, but few Americans or Canadians know anything about them. This course explores the diplomacy, promises, and betrayals involved in treaties and treaty-making over two hundred years of continental history. Students will read treaty documents, engage in case studies, and examine the most up-to-date historical and legal scholarship to learn about how ideas of honor, fair dealings, good faith, the rule of law, and peaceful relations among nations have been established and challenged in historical and contemporary times.

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<td>HIST 4922*</td>
<td>Tagliacozzo, E.</td>
<td>Ocean: The Sea in Human History</td>
<td>T</td>
<td>2:30-4:25</td>
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<td>ASIAN 4492</td>
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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.
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.