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<td>HIST 1511</td>
<td>Weil, R.</td>
<td>The Making of Modern Europe, 1500 to the present (HB)</td>
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<td>Each student must enroll in a section.</td>
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<td>This course surveys major developments since 1500, including the Protestant Reformation and Catholic Counter-Reformation, the Enlightenment, the French Revolution, Imperialism, Fascism and Communism, World Wars I &amp; II, the Cold War, decolonization, the welfare state and the emergence of a &quot;new world order.&quot; 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 &quot;great books&quot; 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.</td>
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<td>HIST 1600</td>
<td>Case, H.</td>
<td>Verhoeven, C.</td>
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<td>History of Law: Great Trials</td>
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<td>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.</td>
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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?

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.
History Courses

HIST 1960  Craib, R.  LATA  1960
Latin America & the Modern World (GB)
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 2006  Baptist, E.  ASRC  2006
Understanding Global Capitalism Through Service Learning (GB) (CU-CEL, CU-ITL)
MW  7:30-8:45pm
This course includes a trip to Jamaica.

This course is a seminar focused on a service-learning approach to understanding the history of neoliberal transformations of the global economy through the lens of an island (Jamaica) and a community (Petersfield.) Building on the success of last year’s global service-learning course and trip to Petersfield, and now bringing the course under the auspices of both the Engaged Cornell and Cornell Abroad administrative and funding capabilities, I am now increasing the course to four credits. Students will attend class each week and will also take a one-week service trip over spring break to work with the local community partner (AOC) in Petersfield. We will also work with Amizade, a non-profit based in Pittsburgh, who is the well-established partner of the AOC and which works with numerous universities on global service learning projects. They have a close relationship with CU Engaged Learning and Research.
Anarchism: History, Theory, Practice

MW 7:30-8:45pm
Priority given to sophomores and freshmen; enrollment by permission of instructor only. Please contact Professor Craib.

Anarchism. What is it good for? A political philosophy and approach to social organization that arose simultaneous with other grand “-isms,” anarchism, perhaps more than any other idea and practice, has been condensed down by its critics and observers into a vague set of often contradictory caricatures. Is ‘it’ characterized by bohemian communities of nihilists, their rebellion culturally innovative but politically impotent, book-ended by Friedrich Nietzsche and Johnny Rotten? Or is ‘it’ individualist libertarians who walk in the ideological footsteps of Murray Rothbard and Ayn Rand? Or collectivist anti-capitalists who tread the paths blazed by Mikhail Bakunin and Peter Kropotkin? Or, most famously, is ‘it’ a murky underworld of conspiratorial bomb throwers, held together less by bonds of solidarity than by a commitment to violence? This seminar provides some relief from such limited and constraining perspectives by taking anarchism seriously as a social and political practice and tradition, one rooted largely in the left-wing critique of both the state and capitalism.

Seminar on Genocide

HIST 2180 Hull, I.

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.
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.

Limited to 15 students.

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.
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This course explores the changing meaning of American freedom and citizenship in the context of the long struggle for black liberation. Relying on social and political history, it confronts the promise, possibilities, and limitations of civil rights and human rights in the twentieth century. We examine various “rights” discourses and their role in reconfiguring our legal landscape and cultural mores, molding national and group identity, bestowing social and moral legitimacy, shaping and containing political dissent, reinvigorating and redefining the egalitarian creed, and challenging as well as justifying the distribution of wealth and power in the U.S. We examine the attempts of subjugated groups to transcend narrow social definitions of freedom, and we confront the question of formal political rights versus broader notions of economic justice in a national and international context. |
| HIST 2411   | Greene, S.  | 1:25-2:40 | TR   | ASRC 2411, AMST 2411 | Enslaved! Then and Now (HB)  
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. |
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<td>Much has been written about European images of black men and women and their cultural practices (whether they were in African or in the African Diaspora) during the 18th, 19th and 20th centuries, but how did Africans view Europeans during these periods? How did these images influence the ways Africans saw themselves and how did these images change over time? These questions and others will be explored in this course by examining a variety of historical, literary and cinematic texts. It will also explore for comparative purposes the image of Europeans held by other peoples of color in East and Southeast Asia.</td>
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<td>HIST 2422</td>
<td>Kohler-Hausmann, J.</td>
<td>AMST 2422</td>
<td>The History of the U.S. Prison</td>
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<td>2:55-4:10</td>
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<td>This course examines how the United States came to rely primarily on the prison to address crime and social disorder, and ultimately arrived at a scale of incarceration without international or historic precedent. It scrutinizes how racial hierarchies, social movements, the political economy, and prisoners themselves influenced the development of the penal system and in turn, how the growth in the carceral system has reshaped U.S. society. The course will focus on key turning points in the history of the U.S. prison, such as the birth of the prison in the late 18th century, the Jacksonian and Progressive era prison reforms, and the convict leasing system in the south after the Civil War. We will give particular attention to the period since 1945 and the roots of today's hyper-incarceration, such as &quot;law and order&quot; politics and the &quot;War on Drugs.&quot;</td>
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HIST 2512    Washington, M.    
Black Women in the Twentieth Century

TR    11:40-12:55

This course focuses on African American women in the 20th century. The experiences of black women will be examined from a social, practical, communal, and gendered perspective. Topics include the Club Women's movement, suffrage, work, family, black and white women and feminism, black women and radicalism, and the feminization of poverty.

HIST 2543*    Byfield, J.    
In the Crossfire of Empires: Africa and World War II

TR    2:55-4:10

World War II was one of the most transformative periods in the history of the 20th century. As a result, scholars, writers and filmmakers continue to re-examine the war from multiple angles. Nonetheless, most accounts of the war marginalize Africa's role and the consequences of the war for African communities. This course considers the new historiography on World War II that aims to put the ‘world’ back into our analysis of WW II and considers the ways in which imperialism, race and gender shaped the prosecution and the consequences of the war. It focuses specifically on Africa’s social, economic and political engagement with the powers at the center of the conflict and introduces students to emerging debates in African historiography and the historiography of World War II.
HIST 2571  Chen, J.  
China Encounters the World (GB)  
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.

HIST 2660  Parmenter, J.  
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 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 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.
HIST 2680          Kohler-Hausmann, J          AMST  2682  
The United States in the 1960s and 1970s  
MW    10:10-11:00

This lecture course explores the dramatic cultural, economic, and social upheavals in U.S. society during the 1960s and 1970s. It will primarily focus on the dynamic interactions between formal politics, the state, the economy, and the era’s mass movements on the right and the left. Among other things, we will explore the history and legacy of the Civil Rights and Black Power Movements, the Vietnam War, deindustrialization, “white flight,” the War on Poverty, the War on Crime, Watergate, the “rise of the right,” and women’s changing roles.

HIST 2742          Falk, O.             MEDV  2130  
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?
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.

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.
History Courses

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 3140  Von Eschen, P.

U.S. in the World

MW  11:15-12:05

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Bush), as well as U.S. relations with pivotal global actors. Important themes include the American response to a revolutionary world since 1912, American response to colonialism and anticolonialism, and role of different areas of government, from the president to the CIA, in the making of U.S. foreign policy.
HIST 3189       Polenberg, R.
The Supreme Court, the Constitution, and Criminal Justice.

Taught at Five Point Correctional Facility
This course will examine the Justices' opinions from the case of 'Bram vs. US' (1897) to the present. Topics include: the origins and evolution of the voluntariness test; Louis D. Bradeis, Benjamin Cardozo and ordered liberty; the exclusionary rule; the right to counsel; the Warren Course and the Miranda case; rulings in the areas of self-incrimination, the exclusionary rule, search and seizure, warrantless arrests; and recent decisions of the Roberts Court.

HIST 3515       Lau, C               AAS  3520
The Asian American Middle Class

MW       2:55-4:10

This course takes a cultural, social, and historical perspective of the Asian American Middle Class from the late nineteenth century to the current day. Although we will give attention to race, gender, and nation, our major category of analysis will be class dynamics within Asian American history. Did the middle class experience racism differently compared to the working class? How did the middle class distinguish themselves from working-class Asian Americans? What are the limits of middle-class Asian Americanism? Topics include immigration, empire building, leisure and amusement, the Asian American Movement, the model minority, and youth suicides.
HIST 3590  Rickford, R.  ASRC  3590
The Black Radical Tradition in the U.S.  AMST  3590

TR  10:10-11:25

This course provides a critical historical interrogation of what Black Marxism author Cedric Robinson called “the Black Radical Tradition.” It will introduce students to some of the major currents in the history of black radical thought, action, and organizing, with an emphasis on the United States after World War I. It relies on social, political, and intellectual history to examine the efforts of black people who have sought not merely social reform, but a fundamental restructuring of political, economic, and social relations. We will define and evaluate radicalism in the shifting contexts of liberation struggles. We will explore dissenting visions of social organization and alternative definitions of citizenship, progress, and freedom. We will confront the meaning of the intersection of race, gender, class, and sexuality in social movements.

HIST 3960  Loos, T.  Tagliacozzo, E.  ASIAN  3396
Southeast Asian History from the Eighteenth Century (GB)  HIST  6960
TR  10:10-11:25

ASIAN  6696

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.
HIST 4000   Verhoeven, C.

Honors Proseminar

R  2:30-4:25

For History majors only. Limited to 15 students. Permission and honors application required.

This course is an introduction to the theory, practice, and art of historical research and writing. The primary purpose of this seminar is to prepare you to work on an Honors Thesis in your senior year. 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.

HIST 4002   Hinrichs, TJ.

Honors Research

R  12:20-2:15

Permission of Instructor required.

This course is designed to facilitate student’s successful completion of their History Department Honors theses through regular deadlines and small group writing workshops.
History Courses

**HIST 4062**  Chen, J.  Zheng, L.  HIST 6062

**Greater China in Changing World (GB)**

T  2:30-4:25

This seminar provides an international/transnational, inter/trans-societal, and inter/trans-cultural examination of the geographical regions composed of China and those areas that historically—in ethnical, economic and cultural terms—have entered profound connections with China; it also explores how and in which senses have transformations of Greater China in modern times been facilitated by the changing processes of globalization and, in turn, shaped the changing trends of globalization.

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**HIST 4120**  Dear, P.  STS 4120  BSOC 4121

**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.

1/27/2016
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.

This course examines the rise of nationalism as well as the process and aims of decolonization in sub-Saharan Africa. It draws on films and a variety of primary and secondary materials in order to illuminate the complex and contested arenas from which African nationalisms emerged. Throughout the course we will examine the ways in which race, ethnicity, gender, and class shaped the discourse of nationalism as well as nationalist strategies and agendas. We will also explore the ways in which the conflicts and tensions of the nationalist period continue to shape post-colonial state and society.
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<td>HIST 4390</td>
<td>Washington, M.</td>
<td>Reconstruction and the New South (HB)</td>
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Climate change has brought the Polar Regions to the forefront of domestic and international politics. This course will use the Arctic and Antarctic as a lens through which to examine how technological advances and the demand for natural resources in moments of economic crisis and war affect global security and geopolitics. It then considers the future governance and security of the Polar Regions as they are shaped by emerging and re-emerging geopolitical powers, such as China and Russia, in the present moment of global climate crisis and geopolitical flux.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freed people. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.
History Courses

HIST 4523*      Case, H.                              HIST  6523
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.                              HIST  6624
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.
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<td>AMST 4301</td>
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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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<tbody>
<tr>
<td>HIST 4761*</td>
<td>Falk, O.</td>
<td>Anglo-Saxon England (HB)</td>
<td>T 2:30-4:25</td>
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<tr>
<td>HIST 6761</td>
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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.
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<tr>
<td>HIST 4922*</td>
<td>Tagliacozzo, E.</td>
<td>Ocean: The Sea in Human History</td>
<td>T 2:30-4:25</td>
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<tr>
<td>HIST 4963</td>
<td>Hinrichs, TJ.</td>
<td>China's Early Modern (GHB)</td>
<td>T 12:20-2:15</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.
### History Courses

**HIST 6000**  Loos, T.  
**Graduate Research Seminar**  

W  4:30-6:25pm  
For History graduate students only.  
This seminar is devoted entirely to the writing of a substantive research paper. Students will share research proposals, annotated bibliographies, outlines and portions of rough drafts. Class meetings will be devoted to discussing what students have produced, and general issues associated with constructing research papers.

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**HIST 6062**  Chen, J.  Zheng, L.  
**Greater China in Changing World**  

T  2:30-4:25  
This seminar provides an international/transnational, inter/trans-societal, and inter/trans-cultural examination of the geographical regions composed of China and those areas that historically—in ethnical, economic and cultural terms—have entered profound connections with China; it also explores how and in which senses have transformations of Greater China in modern times been facilitated by the changing processes of globalization and, in turn, shaped the changing trends of globalization.
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<tr>
<td>HIST 6242*</td>
<td>Barwick, J.</td>
<td>China’s Encounter with Modernity</td>
<td>ASIAN 4444 CAPS 4242 HIST 4242</td>
<td>W 10:10-12:05</td>
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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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<tr>
<td>HIST 6303</td>
<td>Byfield, J.</td>
<td>Nationalism &amp; Decolonization in Africa</td>
<td>ASRC 6303 HIST 4303 ASRC 4303</td>
<td>W 10:10-12:05</td>
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This course examines the rise of nationalism as well as the process and aims of decolonization in sub-Saharan Africa. It draws on films and a variety of primary and secondary materials in order to illuminate the complex and contested arenas from which African nationalisms emerged. Throughout the course we will examine the ways in which race, ethnicity, gender, and class shaped the discourse of nationalism as well as nationalist strategies and agendas. We will also explore the ways in which the conflicts and tensions of the nationalist period continue to shape post-colonial state and society.
**HIST 6352**  Sachs, A.  AMST 6352

**Cultural History of the US**

M  2:30-4:25

This interdisciplinary graduate seminar will focus on recent readings in American cultural history, which should help us to explore the “cultural turn” in History more broadly, as well as the rise of Cultural Studies. Students from all related disciplines are welcome (English, Anthropology, Music, History of Art, History of Architecture, STS, etc.). The course is meant for anyone studying History, and/or the United States, and/or Culture.

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**HIST 6391**  Washington, M.  AMST 4039

**Reconstruction and the New South**

R  2:30-4:25

Limited to 15 students. Juniors and Seniors only.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freed people. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.
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<tr>
<td>HIST 6523*</td>
<td>Case, H.</td>
<td>Politics of the Intellectual in 20C Europe</td>
<td>W</td>
<td>2:30-4:25</td>
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<td>HIST 4523</td>
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<tr>
<td>HIST 6624*</td>
<td>Friedland, P.</td>
<td>The Age of Intellectual &amp; Political Revolutions: Europe &amp; the Colonies in the 18th Century (HB)</td>
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<td>2:30-4:25</td>
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<td>HIST 4624</td>
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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.

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.
**Anglo-Saxon England**

Falk, O.

**T** 2:30-4:25

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.

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Hinrichs, TJ.

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