

# History

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History is the most comprehensive of the liberal arts, embracing, potentially at least, whatever women and men have done or endured. The study of history develops your understanding of the human condition through the ages.

A student who enters Whitman without any prior college-level preparation in history will have to complete 36 credits to fulfill the requirements for the history major. For first-year students either 100-level or 200-level classes are the best place to start; very few history classes have prerequisites.

**Distribution:** Courses completed in history apply to the social sciences and cultural pluralism (selected courses) distribution areas.

**Learning Goals:** Upon graduation, a student will be able to:

- **Major Specific Areas of Knowledge**
  - Demonstrate depth of understanding and mastery of subject matter in a chosen (regionally and temporally limited) field of study.
- **Access Academic Community/Resources**
  - Understand, digest, and analyze scholarly historical monographs, with attention to the author's thesis, structure of argument, and use of evidence.
- **Critical Thinking**
  - Deploy research skills and develop analytical understanding in a sophisticated thematic project in comparative history.
- **Research Experience**
  - Conduct substantial research in both primary and secondary sources in an extended scholarly essay. Construct and document a historical argument with attention both to the existing literature and to the use of historical evidence and its interpretation.

**The History major:** A minimum of 36 credits in history, including History 299, History 401, a “comparisons and encounters” course at the 200 or 300 level; and a 400-level seminar. No more than four credits at the 100 level will count toward the major. The department offers courses in seven geographical areas: Africa/African Diaspora, Ancient Mediterranean, Asia, Europe, Islamic World, Latin America, and the United States. The major program must be planned by the student and adviser to include at least one course at the 200 or 300 level in four of these areas, at least one course at the 100, 200, or 300 level in pre-modern history from the department approved list of classes, and two related courses at the 200 or 300 level within one geographic field. A minimum grade of C (2.0) is required in History 299. A 400-level seminar may be taken by a junior who has taken History 299, with consent of instructor. No more than eight credits earned in off-campus programs (e.g., I.E.S., the Associated Kyoto Program, University of St. Andrews, American University’s Washington Semester and The Philadelphia Semester) and transfer credit may be used to satisfy history major requirements. In the final semester of the senior year, all history majors must pass a senior assessment consisting of a written field exam, and a comparative oral examination.

*Note:* Courses taken P-D-F prior to the declaration of a history major will satisfy course and credit requirements for the major. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major after the major has been declared.

**The History minor:** A minimum of 19 credits in history from at least two geographical areas; 16 of these credits must be chosen from among courses above the 100 level. History 299 and 401 are recommended but not required. No more than four credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s University, the Washington and Urban semesters) and transfer credit may be used to satisfy history minor requirements.

**The History-Environmental Studies major:** The requirements are fully described in the *Environmental Studies* section of the catalog.

**Advanced Placement:** Advanced placement credit for the College Board Advanced Placement Tests in history is granted as follows: students with a grade of 5 on the American History Test will be considered to have completed the equivalent of History 105 and 106 and receive eight history credits. Students majoring in History may only apply

four of those credits to the major. Students with a score of 5 on the European History Test will be considered to have completed the equivalent of History 183 and receive four credits in history. Students with a score of 5 on the AP World History Test will be granted four credits, but they will not be considered the equivalent of any course. A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in the advanced placement credit.

### **105 Development of the United States (1607-1877)**

**Not offered 2018-19**

**4 credits**

The purpose of this class is to study the development of American society from the beginning of the colonial period through the Civil War and Reconstruction. While the course will follow the chronological development and changes in American society, it also will consider in some depth the major institutions, ideas, and social movements that gave shape to the nation through the use of both primary and interpretive readings. Some of the topics which will be covered are Puritanism, mercantilism and capitalism, revolutionary era, federalism, the two-party system, nationalism and sectionalism, slavery, manifest destiny, the Civil War, and Reconstruction.

### **106 Development of the United States (1877-present)**

**Not offered 2018-19**

**4 credits**

The purpose of this class is to study the development of American society from the end of Reconstruction to the present. Emphasis will be placed on the institutions, ideas, and movements that have shaped modern American society. Using both primary and secondary material, the course will not only discuss the chronological development and changes in American society, but also will discuss such topics as industrialization, urbanization, consumption, and popular culture, rise of mass society and mass politics, America as a world power, civil rights and women's movements, Vietnam, and Watergate.

### **109 East Asian History to 1600**

**Not offered 2018-19**

**4 credits**

This course examines the diverse peoples and societies of East Asia, particularly the Chinese, Japanese, Koreans and Vietnamese. We will critically assess how common traditions, such as Confucianism, Buddhism and the Chinese writing system, linked these groups together, while also paying attention to how these ideas changed over time and were adapted to fit local cultural practices. We will analyze state-building, empire, politics, religion and culture, through lectures, readings and discussions. In addition, we will investigate the creation of the Mongol empire, and compare it to earlier agriculturalist/pastoralist interactions. Assignments will include short papers and exams.

### **110 East Asian History 1600 to the Present**

**Fall**

**Dott**

**4 credits**

This course examines the intertwining histories of Japan, Korea, China and Vietnam from 1600 to the present. We will focus both on the common characteristics as well as the differences between these cultures. We will look comparatively at these four societies, their struggles to preserve or regain their independence, to refashion their national identities, and to articulate their needs and perceptions of a rapidly and violently changing world. Topics for analysis will include nationalism, imperialism, modernization, westernization, democratization, the Cold War, Indigenous rights, and globalization. Assignments will include short papers and exams.

### **112 Modern Africa**

**Fall**

**Woodfork**

**4 credits**

This survey course studies the history of Africa's modern period from the precursors to formal imperialism to the post-colonial era. We will examine colonial rule, looking at the ways in which European policies affected African political authority, economic systems, generational and gender dynamics, and cultural and ethnic identities as well as diverse African reactions to these changes. The period of political liberation movements and their results will be studied through the lenses of continued ethnic strife and neo-colonialism. The course is designed for first- and second-year students; previous experience in History 218 or an equivalent course is desirable, but not required. Assignments include written examinations, short papers, a map quiz, and a group research project and its presentation to the class.

### **121 History and Ethnobiology of the Silk Roads**

**Not offered 2018-19**

**2 credits**

This interdisciplinary and interdivisional course will provide an integrative exploration into the history and ethnobiology of peoples along various branches of the trading routes across Asia known as the silk roads, with an emphasis on China prior to 1400. Topics will include why certain goods and technologies were traded; agricultural, social and religious impacts of trading; biological features of items traded or moved along the silk roads, such as foods, beverages, fibers, animals, and diseases. See Asian and Middle Eastern Studies 221 for an optional, supplemental field course that will be offered when funding permits. *Corequisite:* Biology 121.

### **127 Islamic Civilization I: The Early and Medieval Islamic World**

**Fall**

**Semerdjian**

**4 credits**

This course will examine the rise of Islam as a religion and as a political and cultural system, from the time of Muhammad (sixth century) to the early Ottomans (15th century). Attention will be given to Islamic dynasties and states from Central Asia to Spain, and to the spread of Islamic religion and culture to South Asia and Africa. Themes will include the interaction of nomad and sedentary societies, dissenting groups and minorities, relations between Muslims and Europeans, slavery and social organization, and developments in science and literature. The format will include lecture and discussion. Readings will include primary and secondary sources. Written work will include several response papers, a final exam, and participation in an email class discussion list.

### **128 Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat**

**Not offered 2018-19**

**4 credits**

This course will examine the history of the Islamic World from the 15th century to the present. Attention will be given to the rise and spread of the Ottoman state, the Safavid dynasty and formation of Iran, European interactions with Islamic countries from Southeast Asia to West Africa, 19th century imperialism and reforms, and the emergence of nation states in the 20th century. Themes will include the paradigm of decline, Orientalism, fundamentalism and political Islam, the idea of the caliphate, secularism and nationalism, minorities and women, and developments in art and literature. The format will include lectures and discussions. Primary and secondary sources, film and slides will be used. There will be several response papers, a final exam, and an email class discussion list.

### **150 Special Topics: Reading History through Sources**

**4 credits**

These courses introduce students to history through first-year seminars designed to provide an in-depth exploration of a specific topic or problem. Courses will delve into primary sources to explore how historians ask and answer questions. Areas included might be Ancient Mediterranean, Africa, Latin America, Europe Medieval and Modern, U.S. early and contemporary, Asia, Middle East, Environmental. Courses will be primarily reading and discussion, with supplementary lectures. Any current offerings follow.

### **150 ST: Before Germs and Genetics: Exploring Wellness, Healing and Meaning in Early America**

**Fall**

**Lerman**

**4 credits**

Before germ theory, before genetics, before x-rays -- how did various Americans experience and understand bodily change, and diagnose signs and symptoms? Historical study of the realm we now call "medicine" or "health sciences" highlights the fundamental challenge of reading evidence left by people who understood their bodies through vocabularies, categories, and modes of meaning strikingly different from our own. In this course, we will consider how ideas about wellness, illness and healing varied among people of different cultures and across time in the US from the late 18th century to around 1900. Topics may include specific diseases (such as smallpox or cholera), reproductive bodies and childbirth, and meanings of classificatory systems (such as type of fever or sweat, shape of nose, bumpiness of skull). Along the way we will begin to consider how Americans came to understand and deploy (or resist) the new explanatory frames of their era, ranging from microbes and heredity to new professions and spaces of bodily examination. Distribution area: social sciences.

### **150 ST: Comrades come rally! Socialism and European Society**

**Spring**

**Sharp**

**4 credits**

Why socialism? Why Communism? Why did these ideas appeal to so many Europeans in the nineteenth and twentieth centuries? What happened to these ideas when socialists and communists came to power? What made Socialism acceptable in Europe while still a “red menace” in the US? In this course we read the original writings of socialists and communists (and their opponents) to understand their ideals and the realities as they played out in history. The course begins with the first, Romantic, socialists and continues with an exploration of Marx and his not-so-faithful followers, as well as Lenin and the Russian Revolution. We then turn to contemporary European socialism as a political force. This is a primary-source based introduction to historical analysis on one of the most contested topics of contemporary history. The course is mainly discussion based with some lecture; assignments will take the form of short papers. Distribution area: social sciences.

### **155 Animal, Vegetable, and Mineral: Natural Resources in Global Environmental History**

**Not offered 2018-19**

**4 credits**

This course will focus on the ways in which the search for and use of natural resources has profoundly affected human history. We will examine the work of environmental historians along with primary sources relating to the history of conflicts over access to resources, resource extraction and transportation, and the resulting pollution (organic, chemical, and radioactive). Using these sources, we will discuss how historians ask and answer questions about the ways that resource availability has shaped human societies and cultures worldwide, as well as how particular societies have had dramatic impacts on the distributions of water, forests and other ecosystems, minerals, and plant and animal populations. While there will be some brief lectures, this course is primarily focused on reading, writing, and discussion. Assignments include analysis of primary sources, short papers, and a final paper project with presentation to the class.

### **160 Troy & the Trojan War**

**Spring**

**Davies**

**4 credits**

In antiquity, the fall of Troy marked the beginning of history: a universal point from which all subsequent cities and communities could anchor their own stories of the past. Over 2,700 years later, the narratives of Troy and the Trojan War continue to accumulate significance, as successive generations have used them to work through their own experiences of war, the shape of history, the rise-and-fall of greatness, and in the end, what it means to be human. This course is an exploration of these layered encounters between past and present, in both written and material culture. It begins by considering the traditions of the Iliad and Odyssey in their geographic, poetic, and historical settings, and it then traces the myriad inflections of these traditions in the subsequent “worlds” of the Greco-Roman Mediterranean. All the while, it investigates the site of Troy as the locale for the ancient imagination: a place of memory and of the framing of history. The course then considers subsequent receptions of Troy and the Trojan War, in the wake of the fall of Rome, and leading up to the modern “epic” of searching for the “lost” Troy. It surveys the 19th-century search for historical “truths” that gave rise to early classical archaeology, to Schliemann’s controversial activities at Hisarlik and Mycenae, the decipherment of Linear B, and to 20th and 21st -century discussions of war and trauma, cultural heritage, and the place of “antiquity” itself in modern and post-modern arenas. May be taken for credit toward the Greek and/or Roman history elective requirement of the Classics major.

### **180 Cities and Empires: An Introduction to the Ancient Near East and Mediterranean**

**Not offered 2018-19**

**4 credits**

This course introduces the Ancient Near East and Mediterranean - the vast, culturally diverse regions that have deeply influenced the modern world. The course begins by exploring the agricultural and urban revolutions - and the forms of kingship and divinity - that evolved in Mesopotamia and Egypt. It then looks to the globalization of the Bronze Age, to new interactions between "East" and "West," and to the concepts of citizenship, *polis*-structure, and Hellenic identity that developed in the Greek-speaking world. From there, it analyzes the conquests of Alexander the Great as forging a new internationalism - the Hellenistic - with transformed approaches to political power, urbanism, and identity. The focus then shifts, to Rome's meteoric rise to empire and position as arbiter of pan-Mediterranean

citizenship - a citizenship ultimately defined in Christian terms. From about 3000 BCE to the fifth century CE, this course is therefore an investigation into grand-narrative processes and interpretations of continuity, change, and power. It also introduces the various forms of evidence encountered by historians of the ancient world, from literary to epigraphic and archaeological.

**181 Europe Transformed, c. 300-1400**

**Not offered 2018-19**

**4 credits**

This course examines the creation of “Europe” starting with Rome’s slow disintegration in the third century and ending with the formation of a new medieval synthesis by the middle of the 14th century. It explores continuing tensions between local and central interests in religion, politics, and culture, including the development of feudal social and political structures, the transformation of free peasants into serfs, the growth of church authority, and the rapid expansion of towns and trade. Medieval people reacted to these changes in many ways, including widening the scope of intellectual exploration, reassessing social status, and engaging in warfare and in the Crusades. The course requires short analytical papers, exams, and historical analysis of primary sources.

**182 Expansion and Enlightenment: Europe, c. 1400-1789**

**Not offered 2018-19**

**4 credits**

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the 14th century, was torn by the Reformation and war in the 16th century, secularized by the rise of the modern state, and challenged by the 18th century Enlightenment. Topics discussed include the beginnings of European economic and political expansion, the development of modern diplomacy and the state system, and the foundations of modern western society. The course emphasizes reading and a variety of historical analysis; assignments include short papers and exams.

**183 Revolution and the Impact of Mass Culture: Modern Europe**

**Not offered 2018-19**

**4 credits**

The French Revolution introduced concepts of liberty and equality that helped shape much of the 19th and 20th centuries as people struggled to achieve them — or to reject them. This course studies Europe from 1789 to the end of the Cold War and the fall of Communism in 1991, exploring the increasing importance of “the people” in shaping modern European politics, culture, and society. Industrialization and socialism rested on the working people; new cities and mass popular culture on the expansion of literacy and population. The growth of capitalism and the spread of nationalism contributed to European imperialism and the overwhelming destruction that characterized World War I, Nazism, and World War II. The course emphasizes reading and historical analysis of primary sources including literature and popular culture without neglecting ideologies and politics. Assignments include short papers and exams.

**188 Modern Latin America**

**Not offered 2018-19**

**4 credits**

Latin America often exists in the North American popular imagination as a series of colorful stereotypes — suave Latin lovers, peasants sleeping under sombreros, wild-eyed revolutionaries in banana republics. This class will replace those myths with a view of the Latin Americans as people, not stereotypes. We will look at shared social, political, and economic problems while also appreciating the diversity of the region by examining the specific cases of various nations. The class, which covers the 19th and 20th centuries, beginning with independence from Spain, will be conducted by lecture and discussion.

**202 The Age of Cathedrals: European Thought and Culture, 1100-1350**

**Not offered 2018-19**

**4 credits**

Europe’s Romanesque and Gothic cathedrals are not simply important architectural achievements but the products of a complex nexus of intellectual and social developments during the High Middle Ages. This course explores the intellectual history of the period that produced these buildings, including “high culture” (philosophy, theology, and science), as well as vernacular literature and oral traditions. Broader cultural issues such as the rise of literacy, the development of lay piety and heretical religious movements, and the origins of universities will also be considered.

Readings will include the thought of such philosophers as Anselm and Thomas Aquinas, as well as examples of Arthurian romance, Norse sagas and literary monuments like Dante's *Divine Comedy*.

### **205 East Asian Environmental History**

**Fall**

**Arch**

**4 credits**

This course will examine human-environment interaction within the large, diverse area known as East Asia (approximately covering modern China, Korea and Japan). We will begin with pre-agricultural history and then focus on environmental topics within three broad time periods. The first period will cover from approximately 1000 BCE to 1300 CE, the period in which intensive rice cultivation spread through East Asia; the second period covers the early modern era, broadly defined as ~1300 CE to the mid-1800s, a period of imperial expansion outside and within East Asia; the final period covers the modern industrial era and its particular impacts on the environment. This course assumes no familiarity with East Asian history. If you are familiar with some East Asian history, the focus on the environment should provide you with a new perspective on what you know. Class will be conducted in a combined lecture/discussion format.

### **206 European Environmental History to 1800**

**Spring**

**Cotts**

**4 credits**

This course explores how Europeans interacted with and thought about the natural world between the end of the Roman Empire and the beginning of the Industrial Age. We will trace this interaction from the early medieval migration period through the changing demographic patterns of the central and later Middle Ages, and conclude with the industrialization of the late eighteenth century. Archaeological evidence, along with primary and secondary sources will allow us to discuss climactic shifts, the active changes humans made to the landscape (such as reclamation and deforestation), and changing cultural attitudes toward nature. We will continually consider how this history can inform contemporary debates about the environment and its degradation. May be taken for credit toward the social sciences foundation of the Environmental Studies major.

### **207 The Age of Humanism and Reform: European Thought and Culture, 1300-1650:**

**Not offered 2018-19**

**4 credits**

This course traces the development of European thought and culture from the time of Dante to the beginnings of the Scientific Revolution. We will explore not only such high cultural elements as philosophy and science but also the development of popular literature, the impact of print, and the reception of religious ideas by ordinary Europeans. Among the topics to be considered are the Italian and northern "renaissances," the development of Reformation thought, the use of vernacular languages, and the theory and practice of science. Thinkers to be studied include Christine de Pisan, Thomas More, Niccolò Machiavelli, Martin Luther, Michel de Montaigne, and René Descartes.

### **209 Religion in Latin America**

**Not offered 2018-19**

**4 credits**

Religion has been a central component of cultural, political, social, and economic life in Latin America since before the Conquest. This class will cover pre-Columbian beliefs and practices, introduction and institutionalization of Catholicism, syncretic religious beliefs, African-based religions (santería, candomblé), the challenge of Liberation Theology, the rise of Evangelical Protestantism, and the treatment of minority religious practices.

### **210 Topics in African History**

**4 credits**

A course which examines special topics in African history. Distribution area: social science or cultural pluralism. Any current offerings follow.

### **215 Special Topics in Ancient History**

**2-4 credits**

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social sciences. Some topics may also fulfill cultural pluralism. Any current offerings follow.

**215 ST: Cleopatra-History & Myth****Spring****Davies****4 credits**

Cleopatra VII Philopator, the last Ptolemaic ruler of Egypt (69-30 BCE), has long intrigued the imaginations of her onlookers. She has been dubbed the “world’s first celebrity,” and her name and many guises have been immortalized in everything from perfume to cigarettes to the silver screen. And yet Cleopatra remains hidden in what has been called a “fog of fiction” – a multiplicity of meanings that the queen herself encouraged, but which have also resulted in a tangled profusion in her images and stories. At times a glamorous seductress, at others, a self-indulgent victim, a tragic romantic, or a power-crazed visionary, Cleopatra has been at once a worldly and alluring manipulator of men, the ruination of the last Hellenistic kingdom, and an inspirational rebel. This course explores the many “Cleopatras,” from her own times to the present. It introduces the worlds of Hellenistic Egypt and Late Republican and Early Imperial Rome, and considers the ways in which the Ptolemaic queen constructed her own legend, as well as how her contemporaries responded in both writing and material culture. It examines the gendered nature of cultural politics between Egypt and Rome, as well as between Romans, in the wars between Pompey and Caesar, and Antony and Octavian. The course then reviews subsequent receptions of the Cleopatra legend, from later Greek and Roman authors to modern gendered, Orientalist, and racialist versions of “Cleopatra,” as she continued to evolve as an icon of the exotic, enigmatic, and ill-fated woman-in-power. May be taken for credit toward the Greek and/or Roman for the Classics major. Distribution area: social sciences.

**217 Decolonization in Africa****Fall****Woodfork****4 credits**

After the Second World War, the winds of change blew across Africa. Africans sought to end instead of reform the colonial project, and European nations lost the will and the financial wherewithal to maintain their African empires. This course examines the end of empire in Africa, investigating the ideologies that drove independence movements as well as the myriad of challenges these new nations faced, including the role of African “tradition” in the face of “modernity,” the economic structure of the nation, citizenship, international relations, mitigating the effects of the colonial presence, and the “success” of decolonization. Reading assignments, discussion, a research paper and its presentation to the class are required.

**218 Africa to 1885****Not offered 2018-19****4 credits**

This survey course provides an introduction to the history of Africa from its earliest days to 1885. From this vast swath of time, select examples will be used to examine Africa's internal workings as well as its engagement with the wider world. Emphasizing continuity amidst change, the course’s major themes include migration, trade systems, religious and cultural change, and the methods of studying the distant African past. The course is designed for first- and second-year students with no previous exposure to African history. Assignments include written examinations, short papers, and a map quiz. May be taken for credit toward the Race and Ethnic Studies major.

**219 Nation Creation: Latin America in the Nineteenth Century****Not offered 2018-19****4 credits**

Most Latin American nations won their independence from Spain and Portugal in the early 1800s and spent most of the century struggling with the task of creating new nations. This class will begin with the independence wars and cover the political, economic, and cultural struggles over national structures and identity.

**220 The Ottoman Empire****Not offered 2018-19****4 credits**

The Ottoman Empire was the longest lasting Muslim empire from its inception at the turn of the 14th century to its demise at the end of World War I. This course will begin with the empire’s origins in the steppes of Central Asia and the advancements in gunpowder technology that aided its military conquests including the coveted Byzantine capitol of Constantinople. The Ottoman model of administration in the Balkans and the Arab lands will be discussed along with its impact on everyday life in the provinces. The rise of competing nationalisms brought about the loss of formerly held Ottoman lands, the Young Turk revolution, and, ultimately contributed to genocide against the

empire's Armenian subjects. Readings include secondary texts as well as primary sources; grading will be based on exams and a short final paper assignment.

**223 Topics in Middle East History**  
**2-4 credits**

A course which examines special topics in Middle East history. Distribution area: cultural pluralism. Any current offerings follow.

**225 Ancient Mediterranean — Near East**  
**Not offered 2018-19**

**4 credits**

This course focuses on the civilizations of the Eastern Mediterranean, from the introduction of agriculture and the domestication of animals in the Neolithic period to the catastrophic collapse of urban centers in the Late Bronze Age. We survey states within a common zone of contact and conflict, extending from the Iranian Plateau and Mesopotamia across to Anatolia and the Aegean, including Minoan Crete and Mycenaean Greece. We pay particular attention to international relations between the Egyptian and Hittite empires, as well as relations with other states that these empires considered either their equals (e.g., Cyprus, Assyria, and Babylonia) or their subjects (e.g., Canaan, Ugarit). We pay as much attention to the shared "International Cuneiform Culture" of these states as we do to their distinct histories, and we use a variety of primary texts (monumental inscriptions, diplomatic correspondence, ritual texts) and archaeological evidence to construct our narrative.

**226 Ancient Mediterranean — Greece**  
**Fall** **Davies**

**4 credits**

This course surveys the history of the Greek-speaking world, from Bronze Age beginnings to the Roman occupation. Using a range of ancient sources, both archaeological and literary, we will examine the many definitions of "Hellenic" identity – from the Minoan and Mycenaean worlds, to the rise of the *polis* and the phenomenon of Greek colonization, to Alexander's conquests and "globalizing" visions of pan-Hellenism. At the same time, we will consider the reception of these Hellenic identities – not only in the Hellenistic and Roman periods, but also in the modern world, in the often-problematic framing of what it means to be male, female, human, beautiful, "civilized," or "democratic."

**227 Ancient Mediterranean — Rome**  
**Not offered 2018-19**

**4 credits**

This course traces cultural developments over a period of 1,000 years, from the early Roman Republic to the fragmentation of the Roman Empire. We trace how one city expanded from a cluster of huts on the banks of the Tiber River to emerge as the capital of a vast empire; how Roman culture spread with the conquest of the Mediterranean basin; and how the Romans absorbed certain customs and traditions from those that they had defeated. We survey various defeated groups in order to show, on the one hand, how they were incorporated into the empire or else how they resisted and, on the other hand, how these groups demonstrate both the diversity and the uniformity of the Roman world, particularly the uniformity of the urban elite. We use a variety of Greek and Latin historians, biographers, satirists, novelists, playwrights, and philosophers, alongside archaeological evidence, to reconstruct our history of Rome.

**228 The Byzantine Empire and the Medieval Mediterranean**  
**Not offered 2018-19**

**4 credits**

This course traces the development of the Byzantine Empire from its origins in the old Roman Empire to its final conquest by the Ottomans in 1453. Cultural, political, religious, and economic developments will be considered in a Mediterranean context, with special attention to the Byzantines' place in a multicultural Mediterranean. Among the topics to be discussed are the empire's relations with the Islamic world and Western Europe, the Crusades, and the continuation of the Classical tradition.



**230 International Relations of the Middle East****Not offered 2018-19****4 credits**

The history of international relations in the Middle East is the primary focus of this course as it examines the impact of U.S. and European foreign policy from the 19th century to the present. The course also pays special attention to the foreign policy of regional players in the Middle East. Course coverage includes the creation of the modern Middle East map, oil diplomacy, the diplomatic negotiations after World War I, and the influence of U.S. Cold War policy in the Middle East, particularly as it applied to Israel, Egypt, Turkey, and Iraq. Case studies of contemporary “hot spots” will vary; past case studies have included Israel, Iran, Iraq, Syria and an examination of nonstate actors and the phenomenon of suicide bombing. Assignments include media analyses, primary source analyses, as well as a short final paper.

**231 Oceans Past and Future: Introduction to Marine Environmental History****Fall****Arch****4 credits**

Even though oceans cover approximately 70% of the earth's surface, environmental historians have focused most strongly on the terrestrial environment. The maritime environment influences human life in many ways, from regulating the global climate to changing or eroding the land we live on; from offering connections between far-flung areas to providing a source of food and entertainment. By examining the history of the marine environment, and the political, economic, and cultural influence of the sea, we can better understand environmental problems covering the entire globe. The course is a mixture of discussion and lecture.

**232 Changing Landscapes: Introduction to Terrestrial Environmental History****Not offered 2018-19****4 credits**

Environmental history asks four main questions: what was the environment like in the past, how did it affect people, how did people affect it, and what did people think about it? This course will consider the answers to these questions by introducing major themes in environmental history. We will be looking at the ways that various landscapes around the world have shaped human history, and also how people have shaped these landscapes to better suit their needs and desires. Topics include the history and impact of agriculture, fire regimes, water use, urbanization, population growth, pollution, and energy regimes. We will also discuss the importance of changing perspectives of the terrestrial environment and the rise of environmentalism. Class will be conducted in a combined lecture/discussion format.

**235 The Arab Spring in Historical Context****Fall****Semerdjian****4 credits**

The current wave of protests sweeping the Middle East inspires this critical examination of the historic roots of revolt. While mapping the sites of protest-Tunisia, Egypt, Yemen, Libya, and Syria, and lesser known protests in Turkey and Iraq-students will examine the individual modern histories and politics prompting these revolutions. The course will also compare the economic, political, and social factors that have inspired the so-called Arab Spring. Students will study academic arguments about the origins of authoritarianism in the Middle East, the role social media plays in creating new sites of social protests, and the impact of neoliberal economic policies in creating the conditions for the revolution. Students will also be introduced to the cultural politics of the Arab World, including new forms of religious expression, contemporary hip-hop, and revolutionary art found in both Islamist and post-Islamist cultural spheres. Assignments include critical analysis of media coverage, short papers, and a final paper project.

**237 The Making of England: From Roman Britain to the Wars of the Roses****Fall****Cotts****4 credits**

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the 15th century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a precapitalist economy, the growth of English law, and

medieval origins of the modern nation state. We also will consider the development of Christianity from the earliest missions through the English reformation, patterns of migration and population, the impact of the Black Death, and the formation of English traditions in literature and the arts.

### **241 Early Japanese History**

**Not offered 2018-19**

**4 credits**

This class will trace the important socioeconomic, political and cultural developments in Japan from prehistory up to 1600. We also will examine evolving gender roles, the development of various schools of Buddhism, and their interactions with indigenous Shinto religion. We will discuss a variety of sources to become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. Offered in alternate years.

### **247 Early Chinese History**

**Spring**

**Dott**

**4 credits**

This course examines the history of China from ancient times up to 1600. We will explore Chinese society, culture, and religion through a variety of sources and media. The course is structured to move away from the traditional historiography, which focused predominantly on emperors and dynasties. While these political aspects of Chinese history will still be addressed, we also will look at groups and individuals outside of the central power structure, and at longer socioeconomic trends which transcended dynastic changes. Offered in alternate years.

### **248 Topics in Asian History**

**2-4 credits**

A course which examines topics in Asian history. Distribution area: cultural pluralism. Any current offerings follow.

### **250 New Worlds, New Empires: North America 1600-1800**

**Not offered 2018-19**

**4 credits**

When British colonists arrived on the North American continent they met an array of people who made the French and the Germans look familiar, so different were their cultures, material practices, and social and political systems. Within decades, people from a third continent were added to the mix, as the trade in African chattel slaves became a standard feature of trans-Atlantic commerce and colonial economies. We will explore various encounters between Europeans, Africans, and original Americans, asking how they interacted with, adapted to, and influenced each other, and compare experiences both within and between these complex groups (poorer and richer Englishmen; Catawbas and Pequots and Algonkians; people enslaved in Pennsylvania or Virginia; more). Finally, we will examine the growth, government, economy, institutions, and social structures of British North America in the 18th Century, the changes and continuities of Revolutionary America, and the making of the "new" United States, the nation emerging from this complex colonial past.

### **254 The Social History of Stuff: Power, Technology, and Meaning in the United States from the Cotton Gin to the Internet**

**Not offered 2018-19**

**4 credits**

The United States is known as a nation of consumers, of people who fill their lives with lots of "stuff," and who rely on an extensive technological infrastructure in creating what they think of as a normal lifestyle. But the particular material configurations we aggregate under terms like "stuff" and "infrastructure" have intended (and unintended) uses, users, costs, origins, and histories; they carry associated meanings and embed some set of human relationships. Thinking critically about things demands thinking simultaneously about their social and cultural context, and about the ways people make (and constrain) choices about the material dimensions of their experience. Using historical examples and museum artifacts, this course will explore the relations and techniques of production and consumption; the ways physical objects and social categories like gender, race, and class are intertwined both materially and symbolically; and changing ideas about disposability, convenience, waste, work, and energy.

**259 Special Topics in U.S. History**  
**2-4 credits**

A course which examines special topics in U.S. history. Any current offerings follow.

**262 People, Nature, Technology: Built and Natural Environments in U.S. History**  
**Not offered 2018-19** **4 credits**

This course will focus on the ways people in North America — primarily in the area eventually claimed by the United States — have interacted with and sought to control their environments from the colonial era through the 20th century. As we explore these centuries, we will focus on a set of interrelated questions in a range of historical contexts: How have physical environments influenced human choices? How have human choices, assumptions, and cultural practices shaped physical environments? How have people at different places and times understood “nature” and their relationship to it? When do they see “nature” and when “natural resources” and when “technology,” what kinds of control have they found acceptable or problematic, and why? How and why have different Americans understood the role of government and the individual in relation to concepts of “property” or “natural resources” or the protection of “nature”? This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

**263 From Farm to Fork: Slow Food Fast Food, and European Foodways**  
**Fall** **Sharp** **4 credits**

Over the last two centuries food production moved from peasant subsistence level to our contemporary factory farms and mass production of food. How and why did this happen? What role did urbanization, expanding markets, and globalization play? How important was the US in shaping European agriculture norms? This course explores the shift from an agricultural to an industrial economy and its impact on food, farms, and national food cultures. Concentrating on France and Great Britain, we’ll look at the relationship between factory farms and artisanal production. We’ll parse the powers of technology, the state, producers, and consumers. From agricultural science to back to the land movements to European Union regulations and how these shape farmers’ choices, we’ll explore how modern developments changed farming, eating, and the land. Based in the reading and discussion of primary and secondary sources, this seminar requires class presentations, short papers, and a final short research project. May be taken for credit toward the social sciences foundation of the Environmental Studies major or the core requirement for the History-Environmental Studies major.

**268 Im/migration and US History: Population Flows, Experience, and Nation**  
**Fall** **Lerman** **4 credits**

Throughout the history of the United States, there have been people “already here” and people coming and going. Studying the histories of groups and (im)migrants, the experiences of movers and stayers, the ways people have defined themselves and understood others... is studying US history, and its various regionalisms and connections to other peoples and places. This course situates relocation and immigration through historical study of intersecting “big” issues: citizenship, freedom, democracy; race, ethnicity, labor systems; inclusion, exclusion, removal, integration; biology, culture, heritage. The focus will be on 19th and 20th centuries, concluding with a chance to consider 21st century issues in this long historical context.

**277 Nineteenth-Century Europe, 1815-1914**  
**Not offered 2018-19** **4 credits**

The 19th century saw massive political, social, and technological change: from monarchies to democracies, from horse to rail to automobile; from a world of much illiteracy to one of daily newspapers and even telephones. Over the course of the century much of what is familiar in the world today was constructed. This course explores events and developments in Europe from the French Revolution to the end of the century, including industrialization, democracy and socialism, religious change and the rise of feminism, the expansion of Europe through imperialism, and the rise of racism and rightist nationalism at the end of the century that helped push nations into World War I. We will explore these developments in terms of their impact at the time and move toward an understanding of what legacy they left for the world today.

**278 Twentieth-Century Europe****Spring****Sharp****4 credits**

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the “Dark Century” of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we also will look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

**279 Special Topics in European History****2-4 credits**

A course which examines special topics in European history. Any current offerings follow.

**283 Special Topics in Latin American History****2-4 credits**

A course which examines special topics in Latin American history. Distribution area: cultural pluralism. Any current offerings follow.

**287 Colonial Latin America****Not offered 2018-19****4 credits**

The quincentenary of the conquest of the “New World” has focused new interest on Spain and Brazil’s actions in what is now Latin America. The focus of this class will be to put the conquest in perspective and to place the indigenous people within this history, not merely as victims, but as actors in a 300-year process of cross-culturation that created a new society, forged in the language, culture, and structures of both the conqueror and conquered. The course will include primary and secondary readings.

**288 Reform or Revolution: Latin America in the Twentieth Century****Fall****Charlip****4 credits**

The 20th century in Latin America has been characterized by the struggle for social, economic, and political change. The key dispute has been between those who believe change can be made by reforming existing structures, and those who believe that revolution is the only effective way to create change. This class will explore movements for change, including the revolutions in Mexico, Bolivia, Cuba, and Nicaragua.

**297 Nineteenth-Century United States: Experiment to Empire****Spring****Lerman****4 credits**

The 19th century was a time of great change in the United States. From the launching of the “Republican Experiment” of the new nation through expansion, developing sectionalism, civil war, reconstruction, and the consolidation of nation and empire at the end of the century, Americans wrestled not only with the nature of their government but also with the transformations of expansion, industrial capitalism, urbanization, immigration, race relations, the role of the household, definitions of citizenship, religion, and secularism.

**299 Historical Methodologies****Fall, Spring****Fall: Sharp; Spring: Cotts****4 credits**

An introduction to the methods, techniques, and concepts used by historians. The main emphasis will be on methods of historical research and analysis, including specific problems confronting historians in dealing with evidence, interpretation, and theory in differing chronological and geographic settings. Reading assignments, discussion, and a major research paper using primary sources are required. Required of the history major. Prior completion of at least one course at or above the 200 level strongly recommended. *Prerequisite:* consent of instructor.

**300 Gender in Chinese History****Fall****Dott****4 credits**

In this seminar, we will explore Chinese gender roles in theory and practice over the past millennium, focusing on the Song, late imperial and modern periods (960-present). Our readings will include scholarly monographs and essays, memoirs, biographies, and fictional writings by men and women. Paintings and films, both documentary and feature, also will provide important sources as we examine the changing visual images of women and men throughout this period. Assignments include a variety of short writing exercises, presentations, and a longer research paper. Offered in alternate years.

**302 The Syrian War: From the Rise of Asad to the Specter of ISIS****Spring****Semerdjian****4 credits**

This timely course will examine the creation of modern Syria, the rise of the Asad dictatorship through the country's devolution into war after 2011. Beginning with background about the fall of the Ottoman Empire and the creation of French mandate Syria in 1920, the course will complicate the notion of sectarianism and eventual minoritarian rule under the house of Asad through the inclusion of analysis of the urban/rural and class alliances that have sustained the regime for forty years. The current proxy war will be discussed as well as the racialized representations of the refugee crisis as an assault on Europe and the United States during the 2016 US presidential campaign. The rise of ISIS as a player in the Syrian conflict (and its origins in Iraq) will be discussed in the context of "failed state wars" in Iraq and Syria. The course interweaves current political debates about Syria with responses by Syrian activists and artists within the historical and political context of the conflict. Readings consist of secondary historical works, primary sources, online resources, documentaries and memoirs. Students will engage with these materials by writing primary source analyses, critical media analyses, and a final research paper on the subject of the course. May be taken for credit toward the Asian and Middle Eastern studies major or may be taken for credit toward the Race and Ethnic Studies major.

**305 World War I: Nationalism, Genocide, and the Imperial Mappings of the Modern Middle East****Not offered 2018-19****4 credits**

Marking the centennial of World War I, this course will explore several themes beginning with the outbreak of war in 1914 and finishing with the peace settlement that remapped the modern Middle East. The course will begin with the theme of self-determination and late Ottoman politics that gave rise to ethnic Turkish nationalism with the Young Turk Revolution in 1908. The subject will turn to competing regional nationalisms and the Young Turk's use of ethnic cleansing and genocide to demographically engineer Turkey while World War I was in full swing. We will then turn to the Arabian Peninsula to study the Arab Revolt coordinated with British army officer T.E. Lawrence which effectively conquered the Ottoman Empire's southern front. Nationalism and self-determination finish the course as we examine the establishment and subsequent dismantling of an independent Arab state in Damascus and the Paris Peace Conference where self-determination and imperial ambitions were negotiated. Reading original documents, students will study in detail the remapping of the Middle East into a series of imperial mandates controlled by Britain and France. We will finish the course by examining residual political problems that persist as a result of this radical remapping of the modern Middle East. The course will have a balance of lecture and discussion of scholarly arguments and debates.

**307 Beastly Modernity: Animals in the 19<sup>th</sup> Century****Not offered 2018-19****4 credits**

Many people think that history has to be focused on humans. Furthermore, the modern era can seem like a period of minimal cohabitation with animals. But many of the dramatic changes in the nineteenth-century world in the transition to modernity were irrevocably linked to the ways that humans interacted with, used, and thought about other animals. By investigating human history around the globe with an eye to the nonhuman actors within it, you will learn more about the different ways that humans relate to other animals and the importance of other living beings in human lives in Europe, the Americas, Asia and Africa. This course considers the factors that shaped some

of the most important trends in modern history, including: more extensive and faster transportation networks, modern urban design, scientific research, how nature is used as a resource, and the global increase in mass extinctions and invasive species. Class will be discussion-based, including in-class debates and a presentation of your final research paper. May be elected as Environmental Studies 307, but must be elected as Environmental Studies 307 to satisfy the interdisciplinary course requirement in environmental studies.

**310 Topics in African History**  
**4 credits**

A course which examines special topics in African history. Distribution area: social science or cultural pluralism. Any current offerings follow.

**313 Discourses of Dictatorship: Testifying Against Torture in Guatemala and Argentina**  
**Not offered 2018-19** **4 credits**

This interdisciplinary class crosses the borders of history and literature, considering the genres of literature, testimony, oral history, and visual representation as ways of knowing. The focus will be on the late twentieth-century dictatorships of Guatemala and Argentina. While both countries are in Latin America, they are dramatically different: Guatemala is a poor, underdeveloped nation with a majority indigenous population, while Argentina is more highly developed and prides itself on a majority European population. Yet both countries were ruled by dictatorships that carried out gruesome torture against their own citizens. The class questions how and why these dictatorships came to power and were able to operate with impunity. We will also explore how the history of the period can be known and its horrors expressed in meaningful ways. Readings include theoretical approaches regarding testimony and oral history as methods, truth commission reports, memoirs, fictionalized accounts, and filmic representations. Course taught in English. May be elected as Spanish 448. Course may count toward the Latin America geographical area, and the Comparisons and Encounters major requirement in History, but must be taken as History 313 for it to apply toward the major in History. This course satisfies the Narrative/Essay or Visual Cultures requirement or the film/theater requirement for the major in Spanish literatures and cultures.

**314 Colonial Moment in Africa**  
**Not offered 2018-19**

**4 credits**

The colonial era was a brief period (c. 1885-1990) in Africa's long and complex past, but it is the era that defines the continent's major historical periods. In examining the colonial period, we will seek to complicate our notions of resistance and complicity, looking at how Africans negotiated their lives, constantly trying to preserve what mattered most while adapting to the realities of life under imperial rule. For Europeans, Africa was often as much a fantasy as a reality, a playground built on shifting sands of fear and control. Europeans were not omnipotent conquerors, but rather interlopers who had to cajole and reach deals with Africans to achieve results (which were sometimes not what they had intended). Of particular concern is what people thought and learned about each other and how they used what they knew to create policies and regulate interactions. We will investigate theories of colonial rule, the reactions of Africans to imperialism, sites of interaction including the household and the bedroom, and the end of the colonial era. Reading assignments, discussion, a research paper and its presentation to the class are required. Offered every other year.

**315 Special Topics in Ancient History**  
**2-4 credits**

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social science. Some topics may also fulfill cultural pluralism. Any current offerings follow.

**319 Women in Africa**  
**Not offered 2018-19**

**4 credits**

This course will analyze the diversity of experiences of women in Africa, focusing on how religious practices, colonialism, work, and social class have impacted their lives. We will examine how people construct and reinforce notions of gender and how women function in social systems such as the family. We also will study issues

concerning reproduction and the control of the bodies of women and girls. The goal is to restore women to the history of Africa, looking at them not as accessories to the historical process, but as veritable actors and agents of change. A research paper and its presentation to the class are required.

### **320 Alexander the Great and the Hellenistic Kingdoms**

**Not offered 2018-19**

**4 credits**

By the age of 33, Alexander had conquered an empire that extended over most of the eastern Mediterranean world, but he would not live to rule it. At his death, his empire fractured, re-emerging more than 20 years later as the four great kingdoms of the Hellenistic age. From the meteoric career of Alexander, through the bitter power struggles of his successors, culminating in the dramatic last stand of Cleopatra, this course will examine the way in which this Greco-Macedonian expansion reshaped the Mediterranean world, even as the conquerors themselves were altered by the very peoples they had subjugated. Particular attention will be paid to the relationship between foreign conqueror and subject culture, the creation of royal dynasties, the development of ruler-worship, and the question of "Hellenization."

### **322 History of the Palestinian-Israeli Conflict**

**Spring**

**Semerdjian**

**4 credits**

What are the origins of the conflict between the Palestinians and the Israelis? This course will present several perspectives on the Palestinian-Israeli conflict. It will examine the origins of the conflict in 19th century Zionism, the conditions of the late Ottoman Palestine, and World War I diplomacy. The creation of the state of Israel in 1948 resulted in the first Arab-Israeli War and several other wars followed such as the Suez War (1956), the Six-Day War (1967), and the Yom Kippur War (1973). In addition to these wars, the course will examine the peace process, rising Palestinian resistance to Israeli occupation during the Intifada, and Israeli peace movements. The course will finish with the current status of the conflict. Student assignments will include media analysis of the conflict, document analysis, a final research paper and participation in a peace conference to be held during the final examination period of the course. It is recommended that students take at least one course in Middle Eastern history prior to taking this course.

### **323 Topics in Middle East History**

**2-4 credits**

A course which examines special topics in Middle East history. Distribution area: cultural pluralism. Any current offerings follow.

### **325 Women and Gender in Islamic Societies**

**Not offered 2018-19**

**4 credits**

What rights do women have in Islam? Is there such a thing as gender equality in Islam? This course will examine women's lives in Islamic societies from the seventh century to the present in the Middle East. Topics will include lives of powerful and notable women; women's position in Islamic law; Western images of Muslim women; Muslim women's movements in relation to radical Islam, secularism, nationalism and socialism; recent controversies over veiling. The course contains overarching discussions of sexuality and gender as they related to prescribed gender roles, the role of transgender and same sex couples, and illicit sexuality. The course also will look at the impact of imperialism and Orientalism on our understanding of gender in the Islamic World. The format will be lecture and discussion. Materials for the course will include novels, primary source documents, articles, and films.

### **329 Rights, Revolution, and Empire: France 1789-1815**

**Not offered 2018-19**

**4 credits**

This course looks at the Revolution of 1789 as a political, social, and cultural experiment in politics and perfection. Beginning with the still-hot argument over causes, we explore the French Revolution from its inception to its expansion throughout Europe and its (former) colonies; we end by exploring the Empire and asking the question whether Napoleon continued the revolution or was the first modern dictator. The French Revolution was a key moment in the development of modern thought on politics and rights. From the discourse of rights that encouraged

the early revolutionaries to the attempt to create the perfect citizen under Robespierre — and to guillotine those who betrayed that ideal — French men and women struggled with and for freedom. Understanding those debates and struggles is key to understanding modernity. Reading of primary and secondary texts, papers and discussion required.

### **330 Hail Caesar? The Roman Revolution**

**Fall**

**Davies**

**4 credits**

On the Ides of March, 44 BCE, the Roman world stood at a crossroads. Its newly minted dictator-for-life, Julius Caesar, lay dead, publicly slain by a group of senators, who declared that the Republic had been freed and restored. And yet, over the next few decades, the Roman state and the broader Mediterranean world continued to be racked by turmoil. Out of this crucible, a new “Republic” and world-*imperium* emerged, one headed by a “first citizen”: the nephew and heir of Caesar, Octavian-Augustus. Over the millennia, it has proven overwhelmingly seductive to view Caesar and Augustus, and their “Roman Revolution” from a teleological perspective, with these men inevitably marking both the “fall” of the Republic and the rise of a Roman “Empire.” This course seeks to explore the ancient origins of this teleological perspective and to delve more deeply into a remarkably complex chapter that shaped the history of a “Western” world. Using a combination of archaeological, art historical, literary, and epigraphic evidence, this course will investigate the dramatic transformations of political and social life in the Roman world, from second century BCE to first century CE.

### **331 A Tale of Two Cities: Carthage & Rome**

**Spring**

**Davies**

**4 credits**

This course explores the epic rivalry and long history of interaction between the ancient cities of Carthage and Rome, from earliest beginnings to the Punic Wars, and from imperial age through late antiquity. The contest between these two cities attained monumental status in the ancient world, and it continues to intrigue. There was – and is – an abiding sense that the collision course between Carthage and Rome largely determined the trajectory of the western Mediterranean world. However, there is much more to the story than mere animosity, and to better grasp the complexities of exchange, this course will investigate the development of Carthage (the defeated) in negotiation, discord, and assimilation with that of Rome (the victor). Class discussions will focus on the interplay between ancient texts and archaeological evidence, and on ancient and modern views regarding Carthaginian and Roman cultures. May be taken for credit toward the Greek and/or Roman requirement of the Classics major.

### **332 Conversion, Crusade, and Conquest: European Cultural Encounters, c. 400-1600**

**Not offered 2018-19**

**4 credits**

Medieval and early modern Europe was not a monolithic or entirely isolated civilization but an uneasy synthesis of alternative cultural possibilities. This course considers moments of cross-cultural contact, conflict, and negotiation during the millennium up to and including the “age of discovery” that was inaugurated by Columbus’ voyages. Topics to be studied include the conversion of Europe to Christianity, the Norse expansions into the Atlantic, and various forms of interaction between Western Europe and the neighboring Byzantine and Islamic civilizations, with special attention to the Crusades. The course will conclude with the European response to the exploration and colonization of the “New World.”

### **333 Never-Ending Revolution? The French Experiment, 1789-2002**

**Fall**

**Sharp**

**4 credits**

Liberté, fraternité, égalité were the watchwords of the Revolution of 1789. Revolutionaries believed that equality and liberty were universal values, applicable to all people and societies. Yet it took at least three more revolutions and substantial bloodshed to even begin to implement this vision. This course explores the ongoing struggle in France and its colonies over who could claim the supposedly universal rights of equality and why -- peasants? workers? women? colonial subjects? immigrants? We will also ask how French visions of human rights were woven into the history of Europe as whole and have helped determine our contemporary definitions of democracy. Topics include social and cultural struggles as well as political ones, acknowledging the breadth of what liberty, fraternity, and equality meant to historical actors.



### **335 Modern European Imperialism**

**Not offered 2018-19**

**4 credits**

By 1900 the small island group of Great Britain ruled over one-fourth of the world's land mass and one-fifth of its people. How and why did Britain and other European states seize power over much of the world in the 19th and 20th centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the people in the colonized lands? What is the legacy of European imperialism for the contemporary world? Did decolonization create truly independent states? Centering on British and French imperialism, the course seeks to answer these questions through intensive reading of primary and secondary sources. The course begins by studying theories of empire, then looks at how imperialism impacted history via a variety of themes, including geopolitics, capitalism, and expansion; the empire at home; gender and empire, and nationalist and racist visions of the world.

### **339 Modern Germany: Imagining a Nation?**

**Not offered 2018-19**

**4 credits**

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when "Germany" was a collection of minor states fought over by Prussia and Austria. We will look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late 19th century, through World War I, revolution, and struggles over culture and fascism in the early 20th century, German people and government often saw themselves as striving to maintain and/or create a powerful nation. The last segment of the course explores both East and West Germany after World War II, as the East turned to Communism, and the West surged to the forefront of the European Union during the Cold War. We end with a glance at reunited Germany as it emerged in 1990. Not recommended for first-year students.

### **344 China in Revolution**

**Not offered 2018-19**

**4 credits**

From the late nineteenth century, China underwent major political and social change. Nationalist revolutionaries destroyed the imperial system; amidst the ensuing instability, communist revolutionaries arose. This course explores national and international politics but also pays close attention to the acute social and cultural changes that shook Chinese society in terms of expected familial, social, gender, ethnic, and class roles. Chinese communists attempted to remake society through mass campaigns, to make intellectuals into peasants, and everyone into comrades. Contemporary China has seen the thriving of socialism with "Chinese characteristics." While many of these themes will be examined at the national and international level, we will also explore a number of the issues at the local level. Work will include several analytical papers, the final one being a research paper.

### **346 Modern Japanese History**

**Not offered 2018-19**

**4 credits**

From the collapse of samurai society in 1868 to the collapse of the Fukushima nuclear power plant in 2011, from the rise of the Meiji state to the global spread of the Japanese entertainment industry, the modern history of Japan presents one of the more striking transformations in the interconnected history of the modern world. This course will explore how people in Japan have dealt with some of the major issues of modern global history: the social upheavals and transformations of capitalism and democracy, the fate of modern imperialism, the experience of total war, and the spread of mass consumer culture. Class meetings will be divided between lecture and discussion of primary and secondary texts. May be taken for credit toward the Asian and Middle Eastern Studies major.

### **348 Horseriders and Samurai: Comparisons in Early Modern East Asia**

**Not offered 2018-19**

**4 credits**

In this comparative course we will examine political, social, economic and cultural conditions following the establishment of the Manchu Qing Dynasty in China and the Tokugawa Shogunate in Japan in the seventeenth century. In both regions the elite were initially warriors—the samurai class in Japan and the Manchu ethnic group in China. Both regimes restructured society, placing themselves at the top—yet neither group could rule without

support from other segments of the society. In addition to examining differences and convergences in the areas of state institutions and social organization, we will also explore changing gender roles and shifting economic conditions, as well as local conditions. Assignments will include several analytical papers, the final one being a research paper.

### **349 Topics in Asian History**

#### **2-4 credits**

A course which examines special topics in Asian history. Distribution area: cultural pluralism. Any current offerings follow.

### **355 Pacific Whaling History**

#### **Fall**

#### **Arch**

#### **4 credits**

From aboriginal shore-based hunts to modern factory ship whaling, the pursuit of whales has drawn people together and set them at odds with each other, particularly since the rise of the environmental movement. This seminar will look at the history of whaling throughout the Pacific Basin, from the west coast of the Americas to Japan and Australia, and all the waters in between. Using a mixture of primary and secondary sources, we will consider in particular the environmental impact of whaling in different areas of the Pacific, as well as the role of environmentalism in changing attitudes towards whaling in the twentieth century. This course is discussion-based, with paper and presentation assignments.

### **364 Sugar, Sex, & Slavery: The History of the Black Atlantic**

#### **Spring**

#### **Woodfork**

#### **4 credits**

Africa, the Americas, and Europe came together during the 15<sup>th</sup> century in ways that drove the world economy and engendered enormous cultural change. The collision of cultures, in their fracturing and recreation, gave birth to new religions, intellectual discourses, culinary and musical forms, as well as new ways of acquiring and wielding power. In the often-uncomfortable spaces created by the intersection of imperialism, capitalism, and race, competing narratives of political and economic growth were tempered by the realities of violence, coerced labor, and racial taxonomies. The people who ceaselessly toiled in sugarcane and cotton fields as well as the people who kept them there created voodoo, gumbo, jazz, and the political and social revolutions that forever affected the three corners of the Black Atlantic. Reading assignments of primary and secondary sources, discussion, a research paper and its presentation to the class are required. Offered every other year.

### **365 Industrialization in the United States**

#### **Spring**

#### **Lerman**

#### **4 credits**

This course will explore technological, economic, social, and cultural dimensions of the industrial transformation of the United States from the primarily agrarian America of the early 19th century to the recognizably industrial nation of the early 20th century. We will examine the choices Americans made about the makings of their material world, and the implications, seen and unseen, of the development of industrial capitalism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion. *Prerequisite:* 200-level U.S. course or consent of instructor.

### **370 Gendered Lens on U.S. History**

#### **Not offered 2018-19**

#### **4 credits**

This class explores the uses and meanings of gender categories in the history of the United States. It explores how these categories have been deployed in a multicultural nation, and asks in what ways other kinds of social and geographic boundaries – for example race, class, region, ethnicity, sexuality, citizenship – have shaped gendered experience, and when. In the past half-century, constructing and rewriting the history of people called “women” led to an interrogation of gender categories and boundaries, such that understanding U.S. history now demands attention to the ongoing reconstructions of masculinities and femininities, and their intersections with other ways of delineating difference, and power. This class explores gender ideologies and gendered experience in a range of

contexts from the 18th through the 20th centuries. Readings include primary and secondary sources; papers and discussion required.

### **371 African American History**

**Not offered 2018-19**

**4 credits**

From the forced migrations of the Atlantic slave trade, through the negotiations and survival strategies of chattel slavery, to the strategies of living as free citizens in a nation whose commitment to “freedom” has often been racially contingent, the history of Africans and African Americans in North America is central to the history of the United States. This course explores constructions of racial categories and the experience, agency, resistance, and struggles for equality of people identifying themselves as — variously — colored, Negro, black, Afro-American, and African American. We will begin around the time of the protection of slavery in the U.S. Constitution and end with an inquiry into the workings of race in the United States after the Civil Rights overhaul of the 1960s. Readings include primary and secondary sources; papers and discussion required.

### **378 Topics in United States History**

**2-4 credits**

A course which examines special topics in U.S. history. Any current offerings follow.

### **379 Topics in European History**

**2-4 credits**

A course which examines special topics in European history. Any current offerings follow.

### **380 Topics in Comparative History**

**2-4 credits**

A course which examines selected topics applied across geographical boundaries or chronological periods. Any current offerings follow.

### **384 Cuba and Nicaragua**

**Spring**

**Charlip**

**4 credits**

The Cuban and Nicaraguan revolutions are arguably the two most important post-World War II events/processes in Latin America. Cuba’s 1959 revolution became a model for the Left in Latin America, a rationale for repression on the Right, and an obsession for the United States. In 1979, the Sandinistas brought a different kind of revolution to Nicaragua, reflecting domestic realities as well as changes in the international community. Nonetheless, it too was a model for the Left, a rationale for the Right, and an obsession for the United States. Using primary and secondary documents, combining discussions and lectures, this class will focus on the causes and results of the revolutions, and explore what they mean for the specific countries, the region, and the United States. Offered in alternate years.

### **385, 386 Independent Study**

**Fall, Spring**

**Staff**

**1-3 credits**

Directed study and research in selected areas of history. The problems are designed by the student with the help and consent of an instructor in the department. The problems can grow out of prior coursework and reading or may be designed to explore areas not covered in the curriculum. Students are expected to follow the agreed course of study. Problems may be done with any consenting instructor in the department but are coordinated by the chairperson.

*Prerequisite:* consent of instructor.

### **387 Topics in Latin American History**

**2-4 credits**

A course which examines special topics in Latin American history. Any current offerings follow.

### **389 History of Mexico**

**Not offered 2018-19**

**4 credits**

This course explores the panorama of Mexican history, from precolonial empire to today’s economic development policies. The bulk of the class will focus on the postcolonial period, from 1821 to the present, examining the

struggle for nationhood and modernization, war with the United States, revolution and dependency. The course will use primary and secondary readings, as well as fiction, and will be conducted primarily by discussion.

### **393 Gender and Sexuality in the Middle Ages**

**Not offered 2018-19**

**4 credits**

Diverse and often contradictory attitudes toward gender and sexuality informed most of the important spheres of medieval European culture. This course will explore how these attitudes operated in a wide range of sources with a view to three main issues: the status of women in society and the determination of sex roles; medieval attitudes to sex and sexuality; and the changes in religious symbolism relating to gender throughout the Middle Ages. Assigned readings will include primary and secondary sources (at a fairly advanced level), and students will be expected to carry out some independent research.

### **401 Topics in Comparative History**

**Fall**

**Dott and Lerman**

**4 credits**

Limited to and required of senior history majors, this course will explore a number of broad themes common to a variety of civilizations, comparing and analyzing these themes as they develop or are played out in chronological and geographical perspective. Examples of such themes include slavery, imperialism, industrialization, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and several short papers will be required.

### **470 Internship**

**Fall**

**Staff**

**3 credits**

Internships are designed to provide an opportunity for students to gain firsthand experience working as an historian with primary materials in an off-campus organization. Department approval in advance is required. Students accepted in the department's summer historical internship program are required to take this class the following fall.

### **488 Seminar in African History**

**4 credits**

A seminar in a selected topic of African history. Any current offering follows.

### **489 Seminar in Ancient Mediterranean History**

**4 credits**

A seminar in a selected topic in the history of the Ancient Mediterranean. *Prerequisite:* a course in Ancient history above the 100 level or consent of instructor. Any current offerings follow.

### **490 Seminar in Asian History**

**4 credits**

A seminar in selected topics of Asian history. Any current offerings follow.

### **490 ST: Modernization and Conflict in East Asia**

**Spring**

**Dott**

**4 credits**

The 1890s to 1910s were years of dramatic change in both China and Japan. How did the interactions between these two countries shape their responses to these changes? This seminar explores interconnections, similarities, differences and warfare between China and Japan during this time period. We will make in-depth comparisons, through primary and secondary sources, of key cultural and social movements such as labor organization, rural to urban migration, changing gender roles, and increasing access to education. In addition, we will also explore various political developments which impacted both countries, including the development of the Japanese Meiji Constitution, the Sino-Japanese War, the creation of political parties, the Boxer Uprising, the Russo-Japanese War, the collapse of the Chinese dynastic system and the death of the Meiji Emperor. This is a discussion based seminar. Students will write a 25 page research paper. . May be taken for credit toward the East Asian area of the Asian and Middle Eastern Studies major. Distribution area: social sciences.

**492 Seminar in European History****4 credits**

Selected fields of European history. Any current offerings follow.

**493 Seminar in American History****4 credits**

Critical examination of a theme, period, or trend in American history. *Prerequisite:* consent of instructor. Any current offerings follow.

**494 Seminar in Middle East History****4 credits**

A seminar in a selected topic of Middle East history. Any current offerings follow.

**494 ST: Harem Histories****Fall****Semerdjian****4 credits**

The harem is a space mostly associated with sexual excess and the oppression of women in the writings of Europeans and Americans. The course will use memoirs written by Muslim women raised in Arab and Turkish harems, along with other primary sources, to unravel Orientalist assumptions by exploring instead the relationship of the harem to social, political, and economic status in the Islamic World. Beginning with the model harem of the Prophet Muhammad in the seventh century, the course will explore historical models for the harem institution as well as an examination of issues of slavery, concubinage, and gender in Islamic law (*shari'a*). Attention will focus on "The Sultanate of Women" in the Ottoman Empire—a period in which powerful mothers, concubines, and wives increasingly influenced the decisions of the Sultan in the sixteenth and seventeenth centuries. Women of the harem were not only engaged in palace intrigues emphasized by foreign travelers; they served as regents for minor children and as political representatives of the Ottoman dynasty. Women like Huda Sha'arawi, raised in a harem, became the leader of the Egyptian Feminist Union in the early twentieth century. The course will include a survey of Orientalist literature (primary and secondary), new historiography on the harem, biographies, and memoirs. Students are required to conduct class presentations and write a final research paper using primary sources. May be taken for credits toward the Gender Studies major. Distribution area: social sciences.

**495 Seminar in Latin American History****4 credits**

A seminar in a selected topic of Latin American history. Any current offerings follow.

**498 Honors Thesis****Fall, Spring****Staff****3 credits**

Designed to further independent research or projects leading to an undergraduate thesis or project report. The thesis may be done under the direction of any consenting instructor in the department, but projects are coordinated by the chairperson. Required of and limited to senior honors candidates in history. *Prerequisite:* admission to honors candidacy.