

HISTORY (HIST)

HIST 500: Theory, Method and the Practice of History

3 Credits

An examination of the theory and methodologies of the historical discipline and classic works of historiography.

HIST 510: Early Modern Environmental History

3 Credits

The purpose of this course is to explore the place of the natural environment in the late medieval and early modern world. It does so by revisiting classic episodes in world history, from the Mongol conquests in the thirteenth century until the volcanic eruptions of Laki (1783) and Tambora (1815), and reinterpreting them through the lens of environmental history. Topics considered include climate change, plague epidemics, wetland drainage, urbanization, malaria, forestry, colonization, and the commodification of nature. Horses, mosquitoes, and rats will come under the spotlight as active participants in the great transformations of world history. Central to our inquiry throughout the semester is the perennial problem of historical agency; how humanity's freedom to think and act interacts with the limits that nature imposes. Along the way, students will be given an overview of the concepts, methods, and sources of environmental history.

HIST 511: Topics in Medieval Britain

3 Credits/Maximum of 6

Readings and research in major themes of the history of medieval Britain.

HIST 512: Church and State in Medieval Europe

3 Credits

This course provides students with an overview of the political developments of church and secular government in medieval Europe.

HIST 514: The Early Modern World: Empires, Trade, and Religion

3 Credits

This course provides an overview of early modern history, with an emphasis on cultural encounters between the different global regions. HIST 514 The Early Modern World: Emphasis, Trade, and Religion (3) This course introduces the global history of the Early Modern Period — between the Late Middle Ages and the 18th century. In particular it provides a broad exploration of early modern global history, with an emphasis on the broad currents of political, economic, and cultural encounters between the different global regions. Students will recognize, identify and apply theoretical dimensions of world history in a global context. Students will learn a general history of the political, economic, and cultural encounters between the different global regions between the collapse of the Mongol Empire in the 14th century and the rising global domination of western Europe in the 18th century. In weekly readings and discussion, this course takes the global history in the aftermath of the collapse of the Mongol Empire as its starting point. After examining the Mongol Empire, the first global political entity in world history, it will investigate the rise of the maritime empires of Spain and Portugal as a means to build an awareness and transition to the dynamic early modern trends in South Asia especially in relation to the interlocking trading entities of the Indian Ocean world. Exploring the concepts of

'World System' and 'Global History', the class will investigate the rise and decline of maritime expansion during the Ming dynasty before turning to an investigation of the rise of Portugal as the first European maritime power. While examining the reasons for the rise of Western Europe (the decline of the Mediterranean, the rise of the Atlantic), this course will also examine the history of trade and cultural contact in South and Southeast Asia before moving on to an examination of the history of the Eurasian steppes between the 17th and 18th centuries. The course concludes with the rising domination of Western Europe. This is a foundational course in global history for graduate students, not only in the history department, but for all students in the College of the Liberal Arts and the College of Arts and Architecture (primarily Art History), who want a firm grounding in late medieval and early modern history.

HIST 515: Early Modern Europe

3-6 Credits

A graduate seminar examining selected topics in early modern European history through readings, discussions, and research papers.

HIST 516: US Women's and Gender History

3 Credits

A critical analysis of gender and theories of gender in selected American historical contexts.

Cross-listed with: WMNST 516

HIST 524: Deviance, Crime and Madness in Modern Europe

3 Credits

Historiography of deviance, crime, and madness in Europe from the late-18th century to the present. HIST 524 Deviance, Crime and Madness in Modern Europe (3) Historians and social scientists have shown that societies have persistently established certain standards and ideals for human conduct and being. At the same time, the natural variation in human phenotypes has meant that individual, groups, and institutions within these societies have been faced with those deviating from these norms. The deviations may sometimes present themselves physically (e.g., in the form of a somatic lesion or disability), intrapersonally (e.g., in eccentric thinking or affect), or interpersonally (e.g., in criminal or anti-social conduct). As historians, anthropologists, and other have demonstrated, while there are noteworthy continuities in how these deviations have often been manifested (e.g., seizures accompanying epilepsy), there have been considerable differences across time and place in how deviance has been expressed, perceived, understood, and handled. This seminar examines this constellation of problems as they have emerged in Europe since the 18th century. Posing, as they do, complex human problems, the historical study of deviance, crime, and madness requires paying attention to the scholarly contributions of multiple disciplines beyond the field of history. Thus, the course will attend to both social theory and historiography. Each week, readings from social theory will be paired with a historical work, in order to bring broad theoretical analysis and empirical disciplinary research more deliberately into conversation with one another. Some examples of the course readings include Emile Durkheim's On Suicide, Erving Goffman's Stigma: Notes on the Management of a Spoiled Identity, Janet Oppenheim's "Shattered Nerves: Doctors, Patients, and Depression in Victorian England," Norbert Elias' The Civilizing Process, Reviel Netz's Barbed Wire: An Ecology of Modernity, and Jan Gross' Neighbors: The Destruction of

the Jewish Community in Jedwabne, Poland. Weekly topics will center on key social processes and prominent conceptual frameworks: social control, self-control, marginalization, pathologization, criminalization and de-criminalization, representation, punishment, extermination, and enhancement. Students will be required to write an interdisciplinary research paper (i.e., a paper accessible to multiple scholarly audiences), calling on both theoretical and empirical scholarship from various disciplines. The course will culminate in a seminar conference in which students will present their research and field questions and comments.

HIST 525: Imperial Borderlands in Modern Europe

3 Credits

This course provides students with an overview of the processes of constructing borders in a variety of forms, ethnic, religious, trade, and linguistic, in a European imperial context. HIST 525 Imperial Borderlands in Modern Europe (3) This course exposes students to the latest developments in colonial studies and new paradigms for considering European imperial history in terms of its borderlands. Using the methodological tools applied in recent years to the history of Western colonial empires, this course expands the scope of European history to encompass the complex interaction between the conquered peoples and their rulers by broadening imperial history to include the study of ethnic and religious differences that emerged from the European encounter with peoples whose cultures differed profoundly from their own. In particular, the material covered in this course will build an awareness among students of the role of states, and especially imperial states, in confronting the polyethnic/multinational character of populations they sought to rule. The theoretical and historiographical works assigned will focus on how imperial European states crafted or erased cultural differences and how borderlands posed particular challenges in these endeavors. Building on these insights, students will gain an awareness of imperial policies and conceptions of colonial rule and of the impact of imperial domination on colonial peoples. Students will learn to recognize and identify the means by which Imperial rule brought irreversible changes to the way of life of the borderlands peoples, who adapted to and resisted imperial rule by a variety of means that they had at hand. Such an approach will yield an awareness of the methods by which historians formulate questions, choose sources, use theory to interpret the material they collect, and the variety of rhetorical and other means available to historians to present findings. Students will conduct their own analyses of scholarship by reflecting on the assigned readings and presenting their thoughts and evaluations in the form of weekly critiques and a final paper. This will be invaluable in helping students to acquire the necessary methodological and theoretical tools to formulate questions for their own research projects. This course fulfills the requirement of a topical graduate course in History. It is open to students within and outside of the History Department.

HIST 527: Societies, Citizens, and Violence in Modern Europe

3 Credits

The social and cultural history of warfare in modern Europe, with specific emphasis on the First and Second World Wars.

HIST 530: History of Science in the Early Modern World

3 Credits

This course exposes students to the current state of scholarship from the standpoint of historical, legal, sociological, and literary analyses of science in the early modern period. The inadequacy of long-accepted

notions of "science" and "modernization" to describe the rapid changes of scientific thought in the early modern era require students to assess the specific value given to such notions by the state, religion, and society in specific cultural and historical contexts. The seminar will also explore the reconceptualization of society and nature in the early modern period and the way in which discoveries in natural philosophy inspired those changes. The exchanges between European and non-European centers of authority during the early modern period helped to shape many of these disputes and scholars' current interpretive frameworks. In particular, we will challenge triumphal narratives of the Scientific Revolution by examining the ways in which geography and local context affected ideas about the natural world, the role of gender in knowledge-making, and how non-elite and artisanal practices also contributed to the creation of early science. A focus throughout the course will be on how the exchanges between European and non-European intellectual communities shaped contemporary understanding of the natural world. The seminar is intended for graduate students in history and related fields who are preparing for the field in Early Modern studies. The seminar is intended for graduate students in history and related fields who are preparing a field in early modern studies.

HIST 531: Religion and State-Making in the Early Modern World, 1400-1800

3 Credits

This course provides students with an overview of the process of state-making in relationship to religious convictions in the Early Modern era, ca. 1400- 1800. HIST 531 Religion and State-Making in the Early Modern World, 1400-1800 (3) This seminar exposes students to the current state of scholarship from the standpoint of historical, legal, sociological and literary analyses of the state and religious authority. The inadequacy of long-accepted notions of "secularization" and "modernization" to describe the challenges to both state and religion in the Early Modern era require students to assess the specific value given to notions of the state and religion in specific cultural and historical contexts and what precipitated a crisis of authority in both. The exchanges between European and non-European centers of authority during the Early Modern period helped to shape many of these disputes and scholars' interpretive frameworks. The seminar is intended for graduate students in history and related fields who are preparing for the field in Early Modern studies.

HIST 533: Studies in Russian and Soviet History

3-6 Credits

No description.

HIST 535: History of the Body

3 Credits

This course provides students with an overview of the contribution of intellectual and cultural historians to the field of "body history. HIST 535 History of the Body (3) This course exposes students to the contribution of intellectual and cultural historians to the field of "body history." Ranging from the late medieval to early twentieth century, the course will focus attention on the early modern period. Inspired by the writings of Ernst Kantorowicz, Norbert Elias, Michel Foucault, Pierre Bourdieu, and Judith Butler, among others, historians have demonstrated that bodies are not exempt from social, cultural, or ideological regimes of power. As a metaphor for the body politic or an instrument of power, the corporeal order is shown to have physical, social, symbolic, and political

effects. As historians continue to demonstrate, the body has a history: which involves health, sickness and food, gestures and movement, sartorial codes and sumptuary regulations, gender taboos and sexual prohibitions. Studies of the body demand a multidisciplinary perspective. Thus, this course explores how historians have drawn upon visual as well as textual sources, and crossed disciplinary boundaries in order to better appreciate the entire range of bodily representations in the past.

HIST 537: Studies in British History

3-6 Credits

No description.

HIST 539: Topics in Military History

3 Credits/Maximum of 9

Studies in the history of wars and of the political, social, economic, diplomatic, and theoretical foundations of warfare.

HIST 541: War in the Early Modern and Modern World

3 Credits

The study of the causes, conduct, and political, social, diplomatic, cultural, and economic consequences of war from 1500 to the present. HIST 541 War in the Early Modern and Modern World (3) This course offers an introduction to the complexity of war in the early modern (1400-1850) and modern world (1850 to the present). Since war has been experienced across the entire world, the course will draw readings and examples from North and South America, Europe, Asia, and Africa. It brings together the two major approaches to the study of war, both the traditional emphasis on the battlefield and the more recent consideration of both the battlefield and the political, social, economic, and cultural homefronts. Specifically, this course considers the various methodologies that have shaped the ways in which historians have asked and answered such fundamental questions as how and why wars start, have been averted, and ended. The study of military theory provides the intellectual framework that shaped the study and conduct of war at specific periods of history and in specific cultural context. The evolution of a nation's military theory over time reflects the impact of changes in technology, the changing social composition of its armed forces, the strength of the economic support the national government will supply, and much more. Thus, this course considers issues relevant to armies (technology, soldier experience in battle), to the government (laws of war, revolutions in military affairs, military doctrine, war and national identity), and to the people (issues relating to race, class, and gender; antiwar activism, popular literature) for a fuller understanding of the overarching impact of war in the modern and early modern world.

HIST 542: The United States and Global Migration 1815-1924

3 Credits

Students study the impact of immigration on American society in a global setting.

HIST 543: United States History to 1877

3 Credits/Maximum of 6

Primarily a reading seminar, this course focuses on United States history from the 17th century to 1877, emphasizing the profound ways that the British American colonies and then the United States changed through numerous social, cultural, economic, and political

revolutions. In particular, the course investigates transitions from the colonial period through the road to the Revolution, the Early National period, the Jacksonian Era, the sectional conflict, and the Civil War and Reconstruction. Students will examine the growth and impact of the institution of slavery; territorial expansion; cross-cultural encounters; social, cultural, economic, and political revolutions; the consolidation of capitalism; and the impact of reform movements on the colonies and nation.

HIST 544: Topics in the Civil War and Reconstruction

3 Credits/Maximum of 6

Background and impact of the Civil War and the two succeeding decades, with emphasis on historiography and selected topics.

HIST 545: United States History, 1877 to Present

3 Credits

Primarily a reading seminar, this course focuses on United States history from 1877 to the present, emphasizing the profound ways the nation changed socially, culturally, economically, and politically since the late nineteenth century. In particular, the course investigates and builds an awareness of the transition from the Gilded Age through the two world wars, and onward through the social protest and civil rights movements of the 1960s. This seminar will address a variety of topics: industrialization; evolving ideas about individual rights; the role of government in social and economic affairs; the emergence of the nation as an economic and military power; as well as social and labor movements. On a methodological level, the seminar will expose graduate students to a variety of interdisciplinary approaches and subfields of history, ranging from political, economic, social, ethnic, religious, cultural, and environmental history.

HIST 546: The Rise and Fall of Modern America, 1919 to the present

3 Credits/Maximum of 6

Readings and research in major themes of the history of the United States in the twentieth century.

HIST 547: Slavery in the Americas

3 Credits

Slavery in South America, the Caribbean, and North America from 16th century European colonization through the 19th century abolition movement. HIST 547 Slavery in the Americas (3) This course provides a broad exploration of slavery in the Americas from the beginning of European colonization to abolition. From the sixteenth century to the nineteenth century, Spanish, Portuguese, British, and French colonists in the Americas created the largest slave societies the world has ever known. Slaves in the New World produced tropical commodities such as sugar, tobacco, cotton, and coffee that, in turn, contributed to the foundation of capitalist and consumer societies in the Atlantic world. The staple crops produced by slaves were among the first goods to transform elite luxuries into common necessities. The Age of Revolution was a watershed in the history of slavery in the Americas, transforming the terms of struggle between slaves and slaveholders, of debate about slavery, of the ideology of slavery. While the Age of Revolution catalyzed a century-long process of abolition, it also began a new period in the expansion of slavery. Slaveholders developed new policies, practices, and doctrines to reconcile slavery and liberalism. The adoption of modern technology and industrial techniques of production resulted in dramatic

increases in the productivity and exploitation of slaves, as well as the wealth and power of slaveholders. The simultaneous growth of slavery and antislavery heightened political divisions over slavery and made its destruction a protracted struggle marked by slave rebellion and civil war as well as landmark acts of state. This course investigates the origins of slavery, race, and abolitionism; transformations in plantation production, the culture of Africans in the Americas, and the ideologies of slavery; and the relationships among slavery, liberalism, capitalism, and modernity. Students will apply a range of concepts from the human sciences, such as creolization, ideology, and human geography, to major problems in the history of slavery.

HIST 548: Topics in United States South

3 Credits/Maximum of 6

Major themes of southern United States history.

HIST 551: The African American Freedom Struggle in the Twentieth Century

3 Credits

Theory and history of African American freedom movements for social and political change in the 20th century US. HIST 551 The African American Freedom Struggle in the Twentieth Century (3) This course focuses on the historiography of the African American Freedom Struggle in the Twentieth Century US. It examines the various debates over the origins of the post-World War II Civil Rights Movement. For years historians studied the civil rights movement in terms of organizations like the National Association for the Advancement of Colored People and the Southern Christian Leadership Conference and its largely male leadership. Historians have looked at the ways that federal court decisions, congressional legislation, and presidential actions shaped the struggle. However, by the 1980s, scholars shifted their focus to the grassroots origins of the movement, to the local people who courageously challenged segregation and disfranchisement in the South, and discrimination and racism in the North. Scholars also recognized that the movement had much earlier roots, that it did not begin with the 1954 Brown Decision. This course therefore takes the long view in terms of understanding the African American freedom struggle. It begins with the 1890s and the creation of white supremacy in the South, with the creation of legal disfranchisement and segregation and the violence and terror that underwrote it. It then covers the various ways that African Americans challenged white supremacy throughout the country. It looks at the role that boycotts, labor unions, civil rights organizations, and the Communist Party played in the fight for equality. It also examines the impact of WWI and WWII, the Cold War, and Vietnam on the struggle for civil rights, as well as the impact of the New Deal and Great Society. It also covers the creation of the Student Non Violent Coordinating Committee and its impact on other social movements. It concludes with a discussion of the post-Civil Rights years, the rise of the New Conservatism and the creation of the post-racial myth, the attacks on Affirmative Action, and the dismantling of the welfare state and growing imprisonment of people of color.

HIST 552: Late Modern America Society, Culture, and Politics 1975-2008

3 Credits

This course considers the political, cultural and social history of the United States from 1975 to the present.

HIST 555: Topics in American Labor History

3-6 Credits/Maximum of 6

American working-class experience from its artisanal and agricultural roots through the rise, maturation, and transformations of industrial capitalism.

HIST 556: Social Movements in the Twentieth Century US

3 Credits

Students study the theory and history of movements for social and political change in the 20th century US. HIST 556 Social Movements in the Twentieth Century US (3) This seminar examines movements for change in the United States over the course of the twentieth century. It uses the historical and social science literature to explore the attempts of various groups, especially those of less powerful Americans, to press demands on the state, and on economic powers, social institutions, and cultural authorities as well. The course considers the strategic use of mass movement challenges from the disadvantaged employing traditional and innovative weapons of the weak. It also takes up the tactical use of movements by established interests. It focuses on groups whose race, ethnicity, class, or gender generally places them outside the conventional decision-making processes of the polity and society. The course deals with movement initiatives across the ideological spectrum, including conservative efforts to resist change. The seminar will address numerous major parameters of social movements. These will include interest identification and agenda formulation, social composition, the role of timing and contextual factors in opening opportunities for change, creation and manipulation of legitimating ideas and symbols, formation of collective identities, communication and mobilization processes and their concomitant rhetorical strategies, leadership development, engagement with adversaries in confrontation and negotiation, tactical repertoire of action, organizational evolution, building of relationships with allies and sympathizers, and other dimensions of movement activity. Students in this course will gain knowledge of major social movements of the twentieth century, such as feminism, environmentalism, the African-American freedom struggle, and the working-class movement. They will have the opportunity to develop analytical skills in understanding the processes of social and political change and the sources of resistance to change. Students will have the option of pursuing original historical research into twentieth-century movements. They will gain command of concepts and theories potentially useful for comprehending political, social, economic, and cultural forces beyond the realm of movements.

HIST 560: Topics in American Religion

3 Credits/Maximum of 6

The social, political, and intellectual contexts of American religious thought.

HIST 567: Latin American Social History, 1500-1900

3 Credits

This course provides students with an overview of the social history of Latin America, 1500-1900. HIST 567 Latin American Social History, 1500-1900 (3) This is a graduate seminar in the field of colonial and nineteenth-century Latin American social and cultural history. It is designed to be accessible and useful not only to Latin Americanists but also to Early Modernists, to students of the early United States, and to Mesoamericanists. The seminar's scope is all of Latin America, but with an emphasis on Spanish America and especially Mesoamerica, in

the centuries from the sixteenth through the nineteenth. The seminar is divided into four parts. Part I introduces the field's historiography and explores its newest "school"-the New Conquest History. Part II focuses on the ethnohistory of colonial Mesoamerica and the Andes; "ethnohistory" is used by colonial Latin Americanists to refer to the study of native peoples in the Americas. Part III turns to "Afrohistory," the study of people of African descent in colonial Latin America, which evokes the term "ethnohistory"; and thus prompts a comparison of the relative experiences of the two socioracial groups, the nature of their interaction, and the methodologies required and employed to study them. Such methodologies include the recent revolution in ethnohistory centered on the use of native-language sources to study and write about native peoples and the creolization debate in African diaspora studies. Part IV is a brief foray into the nineteenth century, designed to provide a bridge between colonial history and the issues of modern Latin America explored in other seminars within the History Department.

HIST 568: Medicine, Science, and Technology in Latin American History

3 Credits

This graduate course explores the history of medicine, science, and technology in early modern Latin America and Iberia, integrating interdisciplinary approaches and local/global contexts. It is designed to give students an overview of some of the key historiographical debates and research in these fields for Latin America and Iberia, and to provide a basic familiarity with the forms that this field of historical/interdisciplinary inquiry has taken in recent years. Some of the themes that we will explore are the role of empire building in shaping medical, scientific, and technological knowledge; how "non-Western" (indigenous, African, Asian, and mixed race) healers, artisans, and scientists innovated, developed, and recreated their practices and societal roles under colonial rule; the historical development of public health in Latin America; and the interactions between global processes of Western knowledge production and local-level multi-ethnic Latin American knowledge production. This course will be of interest to those studying colonial Latin America, those who wish to understand the colonial legacies of issues important to modern Latin America research topics, those interested in the early modern era in a comparative and/or global perspective, and those who wish to prepare for the Latin America or Early Modern World fields of their comprehensive exams.

HIST 569: Colonial Latin American History

3 Credits

HIST 569 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin America (the writing of Latin American history), from the 1490s to the Independence period (mostly, but by no means solely, the 1820s). Its primary focus is Spanish America and Portuguese Brazil, especially Iberian interactions with indigenous American and Africans/African-descended people. But some attention is given to all regions of the Americas and to roles played by British, French, and other colonizers. Chronologically, it is a prequel to HIST 570 (but not an official prerequisite). The course comprises five sections, each based on an historical sub-field and its historiography within the larger field: (1) the indigenous civilizations of the Americas and their responses to European invasion, including the shift from traditional Eurocentric Conquest narratives to the New Conquest History; (2) the political and economic institutions, as well as the culture, of Spanish and Portuguese colonization; (3) the changes and continuities in indigenous civilizations during the colonial centuries (usually termed "Ethnohistory," and explored

more fully in HIST 571); (4) the history of trans-Atlantic slavery and the experience of African-descended peoples in Colonial Latin America; and (5) a sub-field that will vary according to instructor, examples being the history of science and medicine in the region, the history of gender and sexuality, and the history of religious change (or "the Spiritual Conquest").

HIST 570: Latin American History, 1800-Present

3 Credits

This seminar gives students an overview of central literatures and debates in the historiography of Latin America (the writing of Latin American history) and the Americas more broadly, from approximately 1800 to the present. Its framing reflects the chronology of mainland Spanish American Independence, but it reaches backwards and outwards as needed. It looks to prior Andean and Haitian bids for self-determination and subsequent exports and imports - of empire, capital, people commodities, science, and instruments of terror - to and from the United States and Africa. It connects those nodes by tracing continuities in political, social, and environmental relationships, and by identifying the ways that peoples in the region (in the Caribbean, Mexico and Central America, Colombia and the Andes, Brazil and the Southern Cone) have thought and acted their way out of colonialisms. Chief among the seminar's goals is the preparation of graduate students to teach post-1800 Latin American History to undergraduates. Students will develop a grasp of the field's key historiographical developments, and think about new ways to teach a subject that many - but not all - North American undergraduates meet with stereotypes. Graduate students of other historical geographies and from other disciplines are welcome too, given that it is also designed to survey approaches to thinking historically after 1800, to question assumptions that those methodologies make, and to address the politics of researching and writing a post-colonial history of a place that has always been "modern," where "Latin America" came into being as a means of anticipating questions crucial to past and present imperialisms, global histories, and politics

HIST 571: Latin American Ethnohistory

3 Credits

HIST 571 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin American ethnohistory, from the fifteenth to the nineteenth centuries. "Ethnohistory" is defined here as the historical study of the indigenous peoples of the Americas. The course comprises four sections, each based on an historical sub-field and its historiography: (1) the indigenous civilizations of the Americas in the pre-Contact and Contact periods, primarily fifteenth and sixteenth centuries, including but not necessarily limited to the civilizations of the Aztecs, Mayas, and Incas; (2) indigenous responses to European invasion, with particular attention to regions of Spanish and Portuguese activity - and including the historiographical development of the New Conquest History, with attention also given to regions where colonies were not established; (3) the indigenous experience of Spanish and Portuguese colonization, and indigenous contributions to new colonial-era societies, including changes and continuities in indigenous civilizations during the colonial centuries - and including the historiographical development of the New Philology); and (4) the indigenous experience of the long Independence period, taking the seminar to a point in the nineteenth century, as determined by the instructor.

HIST 572: Race and Nation in Modern Latin America

3 Credits

From initial colonial contact, Latin America represents a site of violent conquest by European colonizers over indigenous populations and exploitation of both African and indigenous labor; white control over black and brown bodies was at the very core of colonial economic success or failure. In turn, racial hierarchy and exploitation define both colonial and modern Latin American history. Our focus is not the overall study of race and slavery throughout Latin American history. Instead we will examine the role of race in Latin American nation-building following independence through the age of twentieth century nationalism. As the ideas of scientific racism swept Europe and the United States in the nineteenth century, the United States established economic, and at times military, dominance over much of Latin America from the neo-colonial period of the late nineteenth and early twentieth century. Increasingly, as cultural and economic ties were broken with the Iberian empires—even in the case of Spain's last American colonies, Cuba and Puerto Rico—Latin American elite sought modernity through trade with and cultural borrowing from the United States and Europe. In response to the scientific racist ideology that in the US led to segregation, Jim Crow, convict lease systems, lynching, and widespread disenfranchisement, Latin American elite consciously engaged these racist ideas as they granted or restricted non-white populations access to their rights as citizens. Nineteenth century luminaries such as Cuban revolutionary José Martí, Argentine journalist and politician Domingo Faustino Sarmiento, and even Venezuelan military and political leader Simón Bolívar had introduced radical ideas on race and citizenship. In the first half of the twentieth century Latin American intellectuals famously built on those ideas by embracing, renegotiating, and/or rejecting North American racist ideologies—often all within the same work—as they optimistically and proudly recognized and rehabilitated the place of the nonwhite, indigenous, mestizo, and mulatto populations into their national narratives. We will focus on three of the best known of these authors (Mexican José Vasconcelos, Cuban Fernando Ortiz, and Brazilian Gilberto Freyre) as well as scholarship that will help us contextualize their works, and allow us to better understand the broader theme of race in modern Latin America. The object here is to consider how the subject of race—in large part defined by the role of Afro-Latin Americans, the indigenous, mestizo, and mulattos—is situated in relation to broader considerations of nation, power, violence, and identity. The goal of the course is to lay the groundwork for an interdisciplinary understanding of modern Latin America and the modern black Atlantic: To consider the consequences of colonization, slavery, and the slave trade, both historically and contemporarily, on modern intellectual formations and institutions.

HIST 573: Empire & Society Latin Amer

3 Credits

HIST 573 gives students an overview of key literatures, methodologies, and debates in the historiography of empire and society in Latin American history, fifteenth to nineteenth centuries. The course comprises five sections, each based on an historical sub-field and its historiography: (1) the empires and societies of the Americas in the pre-Contact and Contact periods, primarily that of the Maya, Aztecs, and Incas; (2) the culture and society of Spanish and Portuguese imperialism in Iberia and the Americas (3) the culture and society of the Spanish conquistadors, including roles played by indigenous and black conquistadors; (4) the impact on the Americas of Spanish and Portuguese imperialism in East Asia, and the cultural and social ramifications of trans-Pacific

exchanges during the colonial centuries; and (5) the comparative history of imperialism in the Americas by other European powers, most notably the British, Dutch, and French, including the differing experiences of indigenous and African-descended peoples. The seminar will end at a nineteenth-century point determined by the instructor.

HIST 580: Early Modern Asia

3 Credits

This course offers a foundation in early modern Asia from roughly the fifteenth to mid-nineteenth centuries. Students will examine the constitution of centralized and bureaucratic empires, ideological movements, and practices associated with Confucianism, Daoism, Buddhism, Islam, and Hindu thought, and the formation of syncretic socio-cultural spheres in different parts of Asia. Through an exploration of key political, cultural, and intellectual developments in Asia, students will assess Asia's place in the global network of thought, commerce, and exchange. Central to this analysis is how such contact with overland and maritime cultures deeply affected mainstream Asian societies. By tracing such interactions, students will be encouraged to recognize, identify, and apply the roles of frontier and borderlands in the creation and reification of identity and culture in different parts of Asia. Through this multifaceted approach to Asian history, students will come to recognize the strategic role of Asia within the pan-Eurasian sphere of interactions while also achieve a better understanding of the diverse characteristics of Asian peoples, societies, and institutions in history.

HIST 581: Modern China

3 Credits

Primarily a reading seminar, this course focuses on Chinese history from the mid-nineteenth century to the present, emphasizing the profound ways that the Qing empire, Republican China, and then the People's Republic changed through numerous social, cultural, economic, and political revolutions. In particular, the course investigates transitions from the late imperial period through the Revolution, the Warlord period, the Nanjing Decade, Second World War, the Civil War, and the establishment of the socialist China. Students will examine the changing role of women in Chinese society to the changing relationship of humans to environment, as well as exploring the multiple approaches Chinese historians have taken to reading and presenting historical work, including economic, political, social, and cultural history; social, cultural, economic, and political revolutions; the consolidation of communism; and the impact of successive political movements on China and the Chinese peoples.

HIST 582: Women and Gender in Modern Chinese History

3 Credits

Examines the historical literature on women and gender in late imperial and twentieth century China. HIST 582 Women and Gender in Modern Chinese History (3) The roles of women and men have undergone major shifts in late imperial and modern China, affecting all aspects of daily life. Just the titles used to describe feminine ideals give an indication of these shifts—“talented women”; “new women”; “modern girls”; “iron ladies”; “factory girls”; of the new millennia. Masculine ideals, too, have shifted, from the literary scholar-official of late imperial China to the patriotic worker of the Mao years to the entrepreneurial party member of the

late twentieth century. But beyond the ideals, the day-to-day lives of Chinese people have been fundamentally altered as well, changing the way people relate to family and to society. This course examines the historical literature on these shifts from the late imperial period to the present. Misperceptions and stereotypes about Chinese gender roles and, in particular, the status of women are widespread. In the past several decades, historians of China have sought to place our understanding of these topics on firmer historical ground by exploring topics from homosexuality and law in imperial China to widowhood and the imperial cult of female chastity to new marriage practices in post-economic reform village China and, in doing so, to undermine the “orientalism” that informed, for instance, investigations of footbinding and the “women’s quarters.” Through a wide range of readings, this course will introduce students to the major works and topics in the field of Chinese women’s and gender history, including: women and family, women’s legal history, gender and nationalism, “new women” (xin funü), gender and revolution, gender and demographics, gender and labor, women’s liberation, and love and sexuality. Students will be expected to demonstrate their familiarity with the major themes and topics for Chinese women’s and gender history through discussion and written work.

HIST 583: Rebellion, Revolution and Nation in China

3 Credits

A research seminar, this course focuses on rebellion and revolution in Chinese history from the mid-nineteenth century to the present. In particular, the course investigates not only the myriad forms of revolution experienced in China including the 1911 Revolution, the Warlord period, the Nanjing Decade, Second World War, the Civil War, and the Cultural Revolution, it seeks to see these through the lens of the political ideologies such as nationalism, anarchism, communism, and feminism. Students will examine the manner in which the tide of rising expectations predicated the social and economic motivations lingering in the more overt political demands. Understanding the dramatic shifts in Chinese culture as well as its relationship to global politics will shape much of the seminar’s focus.

HIST 585: Culture and Society in Late Imperial China

3 Credits

This course examines the cultural developments of late imperial China (14th-18th century) in their broad social contexts.

HIST 586: Modern Japan

3 Credits

This course provides students with an overview of the literature and themes in modern Japanese history. HIST 586 Modern Japan (3) This course explores multiple themes in Japanese history, with a focus on the politics of culture and changing perceptions of Japan’s role in the world. There is a close focus on the interplay between domestic politics, foreign relations, and ideas. Through critical reading of major monographs and articles, students will hone their skills in argumentation and the use of evidence. Ideally, this course will stimulate ideas for research projects in other seminars, and it will present students with a variety of approaches to historical problems. Given the close relationship between China and Japan this course is strongly encouraged for those students studying Chinese history at the graduate level. Finally, this

course will prepare students to teach a course in modern Japan at the undergraduate level.

HIST 587: Topics in Modern South Asian History

3 Credits/Maximum of 6

Research and readings in the history of South Asia since the late eighteenth century.

HIST 588: Ethnicity and Borderlands in Late Imperial China

3 Credits

An examination and overview of literature and themes related to ethnicity, borderlands, and governance in late imperial China. HIST 588 Ethnicity and Borderlands in Late Imperial China (3) This course will provide students with a thematic and theoretical foundation for the study and teaching of Qing history. This course seeks to equip students to teach Chinese history with a multi-ethnic dimension while also examining the ethnically diverse borderland regions of Tibet, Chinese Central Asia, Mongolia and Manchuria. Students will explore administrative policies, imperial rituals, political structures and legal codes related to the non-Han Chinese peoples to shift away from a “palace view” of the imperial court. In this way, the more traditional notions of Qing diplomacy that highlights tributary states and static notions of center-periphery relations will be infused with a much more nuanced ethnic dimension. Major topics to be covered will include the expansion of frontier and borderlands policies; how ethnicity was perceived in the borderlands vis-à-vis the imperial court; what recent theoretical concepts have been employed to recast the traditional understanding of Qing borderlands; the evolution of China’s governance and indigenous rule within the borderlands; and finally how gender, marriage, and the eroticization of China’s borderlands influences China’s characterization of the non-Chinese border populations. The overarching theme will be one that seeks to throw into relief the strong ethnic diversity of late imperial China thus contrasting the notion of China as ethnically monolithic with the reality of an ethnically diverse empire. Students will be asked to explore the power of acculturation, weigh the impact of government-sponsored in-migration of Han Chinese, and develop an awareness of indigenous resistance and autonomy. On a methodological level, the study of China’s ethno-history combines several disciplines such as anthropology, political science, and religious studies with different subfields of history, ranging from economic to political, social, and cultural history. The merits and pitfalls of interdisciplinary approaches and the use of theory will be explored. The research papers will take the transnational dimension of late imperial China history into account and will rely on primary material and secondary studies from at least one other discipline. Students will have the option to use this course as a research seminar, conducting primary document research alongside their historiographic readings. Students who select to do so will produce a research paper during the course.

HIST 589: World History: Themes and Approaches

3 Credits

This course provides students with the thematic and theoretical foundation for the study and teaching of world history. HIST 589 World History: Themes and Approaches (3) This course will provide students with the thematic and theoretical foundation for the study and teaching of world history. Because world history is a crucial secondary field for historians, with increasing emphasis on it as a necessary “teaching field,” this course seeks to equip students to

teach world history at the undergraduate level. The course will be divided into five primary units, each of which will address a major theme in world history, such as the rise of civilizations, great land empires (particularly the Han Dynasty and the Roman Empire), the Silk Road, the spread of world religions, the Mongol invasions, European exploration, the Industrial Revolution, the rise of the nation-state, and globalization (specific units will be determined by the instructor). Within each of these units, students will be exposed to both substantive historical literature on the topic as well as major theoretical works that have influenced historical scholarship. In this way, students will be encouraged to think about the ways historians use theory to frame and inform their scholarship and teaching. By the conclusion of the course, students will be expected to demonstrate the integration of content, theory, and pedagogy.

HIST 592: Proseminar

3-9 Credits/Maximum of 9

Readings in fundamental historical works; different sections will treat such topics as United States History and Early Modern History.

HIST 593: Research Seminar

3 Credits

Seminar in research methods of the discipline. HIST 593 Research Seminar (3) HIST 593 is a required course for all MA and PhD students in the graduate program in History. HIST 593 sections are paired with sections of HIST 592 and are a prerequisite to taking 593s. CAMS 592 and 593 meet the same requirements. Each student will produce for every 593 they take a paper of the length appropriate for submission to a scholarly journal (25-45 pages). The use of original sources for the paper is essential, and early class sessions will emphasize the diligent use of intelligent interpretation of such sources (as available and field-appropriate) as manuscripts (such as presidential papers), the government serial set or non-US equivalents, legal records, notarial documents, parish records, diplomatic correspondence, newspapers, census records, and popular prints and photographs. Students (and the instructor, of course) will read and criticize preliminary drafts of the papers. While each 593 will have a single instructor, other faculty will participate as discussants and mentors, according to the needs of the seminar students.

Prerequisite: HIST 592

HIST 595: Internship

1-12 Credits/Maximum of 12

Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.

Prerequisite: prior written approval of proposed assignment by instructor

HIST 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

HIST 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.

HIST 600: Thesis Research

1-15 Credits/Maximum of 999

No description.

HIST 601: Ph.D. Dissertation Full-Time

0 Credits/Maximum of 999

No description.

HIST 602: Supervised Experience in College Teaching

1-3 Credits/Maximum of 6

Students enrolled will lead discussion sections, grade papers and examinations, given an occasional lecture, and assist instructors in planning survey level courses.

HIST 603: Foreign Academic Experience

1-12 Credits/Maximum of 12

Foreign study and/or research constituting progress toward the degree at a foreign university.

HIST 610: Thesis Research Off Campus

1-15 Credits/Maximum of 999

No description.

HIST 611: Ph.D. Dissertation Part-Time

0 Credits/Maximum of 999

No description.