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 triumphant 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.

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 wars have 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 battlefront 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.

Cross-Listed

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.

Cross-Listed

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
HIST 568: Early Modern Iberia and the Americas

3 Credits

This course studies the creation of Portugal, Spain, and their empires in the Americas in the fifteenth to seventeenth centuries. HIST 568 Early Modern Iberia and the Americas (3) This is a graduate seminar in European and Latin American history, designed to fulfill requirements in the fields of Early Modern European & Global History and Latin American History. Students will master both the history and the historiography of Iberia and Latin America during the period when Spain and Portugal came into being as nation-states and carved out empires in the Americas (fifteenth to seventeenth centuries). The first part of the course explores late-medieval Iberian history, investigating themes of urbanism, religious conflict, regional and community identity, disease and demography; how these led to the formation of Spain and Portugal; and how they have been interpreted in the historiography. The second part covers the history and historical literature on the Spanish explorations, invasions, conquests, and earliest settlements in the Americas, paying particular attention to how traditional narratives of conquest have been challenged in recent decades by revisionist interpretations. The third part looks at the role played by the Portuguese in Iberian expansion, including their activities in Africa, Brazil, South Asia, and East Asia. Emphasis is placed on the contrasts between Spanish and Portuguese imperial development, and on the differences in their historiographies. The fourth and final part of the seminar returns to Iberia to analyze the impact on the peninsula of imperial expansion, transatlantic slavery, and overseas colonization; this part includes attention given to the role played by Spain and Portugal in the larger development of early modern (primarily sixteenth and seventeenth century) Europe and the Mediterranean.

HIST 569: Seminar in Latin-American History

3-6 Credits

No description.

HIST 570: Modern Latin American and Caribbean History

3 Credits

This course provides students with an overview of the historiography of modern Latin America and the Caribbean. HIST 570 Modern Latin American and Caribbean History (3) This course provides a broad exploration of the history of modern Latin America and the Caribbean. It examines the shared histories, as well as alternative experiences, of national case studies, such as Brazil, Mexico, and Cuba. The course surveys the historical cycles of the nineteenth and twentieth centuries, including independence in Latin America and the Atlantic world, nineteenth-century nation-building, turn-of-the-century neocolonial challenges, and twentieth-century nationalist and revolutionary movements. In addition to political and economic histories, the course highlights the social and cultural negotiations on behalf of women and people of color of all classes with the nation and state. While it acknowledges the traditional narratives that shape modern Latin American history, it offers competing perspectives and engages students in critical analysis of historical theories, methods, and sources. For example, the course considers the contribution of non-elite actors to national independence movements, examines how women and people of color challenged traditional social hierarchies and definitions of citizenship in the nineteenth century, and assesses the development of twentieth-century national narratives, such as racial democracy. In particular, the seminar will engage how historians have engaged theories, methods, and sources in the production of historiography.

HIST 571: History of the US-Mexico Borderlands

3 Credits

This course examines the history and historiography of the US-Mexico Borderlands from the mid-nineteenth century to the mid-twentieth century. HIST 571 History of the US-Mexico Borderlands (3) The U.S.-Mexico borderlands is the among the most often discussed region in North America and yet one of the least understood areas in the Americas. While popular images of the U.S. southern borderlands often imbue stark division between the United States and Mexico, the region's deep history suggests otherwise. This seminar explores the complicated political and cultural evolution of the U.S. southern border through the lens of colonialism, nationalism, sovereignty, global migration, trans-border crossings, and race, gender, and ethnicity. Selected readings address the origins of the modern U.S.-Mexico borderlands as a place wrought from overlapping indigenous and imperial forces and myriad visions of national belonging. Approaches and arguments in this seminar challenge the intellectual underpinnings of U.S.-Mexico borderlands history from nation-state centered narratives to global and transnational history. In exploring the borderlands as a place of several social and cultural worlds, graduate students will grapple with new theoretical ideas. For example, the seminar designates the boundary between Mexico and the United States as a place that was critically influenced by pressures originating from indigenous peoples and nations and European and Qing empires. By expanding the concept of borderlands in this manner, students will understand that indigenous political and cultural structures and Old World patterns from Britain, Spain, and dynastic China were not easily toppled by the new configuration of the nation-state. This seminar is organized so that students may better understand state makers; borderlanders; vision of the region, their imperialistic and nationalistic hopes, and responses to these projects on the ground.
HIST 572: Race and Empire in the Americas, Caribbean & Pacific

3 Credits

An overview of the US as an empire in Latin America, the Caribbean and Pacific in the modern era. HIST 572 Race and Empire in the Americas, Caribbean & Pacific (3) This course exposes students to history and historiography of the US empire in the Caribbean and the Pacific in the nineteenth and twentieth centuries. It examines imperial transitions including the US emergence as an empire in the mid-nineteenth-century in the face of Spanish contraction and British expansion. In addition, the seminar will examine the practices of empire in the colonies from the perspectives of colonial peoples. It privileges the lens of Caribbean and Pacific peoples through the historical literature that examines the intentions and limits of US colonial practices. It covers how colonial responses to US imperialism were varied, ranging from radical nationalism, colonial autonomism, and annexation. It frames the expansion of US empire within a broader conversation about racial ideologies and practices. The course provides a broad exploration of the history of colonialism, imperialism, and nationalism in the Caribbean and the Pacific. In particular, it investigates the emergence of the US as an empire in the regions. Modern US empire was efficient and malleable. It adjusted colonial policies (legislation) according to the particular value of each colony. The course specifically examines the emergence and practices of US empire from the perspective of the colonies. Therefore, it focuses on the historiography that examines the limitations of empire and the negotiations of colonial peoples from Caribbean and Pacific histories. In particular, the course investigates US empire and colonial engagement through these major topics: imperial transitions; police, prisons, and law enforcement; education; race and imperial identities; imperial medicine and public health; politics, law, and constitution; U.S. military; and environmental management. Students will recognize, identify, and apply the theories of imperialism and nation-building to Caribbean and Pacific examples. More broadly these theories will engage comparatively with other European imperial histories. This course fulfills the requirements of a topical seminar for the Latin American history and Nineteenth-Century US history programs of study.

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 subfield 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: Pre-modern China

3 Credits

This course provides students with an overview of the literature and themes in pre-modern Chinese history. HIST 580 Pre-modern China (3) This course is part of the curriculum for graduate students seeking a reading and research emphasis in Chinese history. The course offers a foundation in premodern China, which covers the period from the unification of China under the Qin dynasty through the rise of the Qing dynasty in 1644. Few societies in the world can match China’s two thousand yearlong history; however, few pause to consider the structural elements that led to such political, religious and cultural continuity. Students will consider writings on the imperial state and its various apparatuses, as a means to better understand the genesis and nature of empires and imperialist methods of rule in China. By pursuing the overarching roles of the scholar-elite and examination system, students will work to recognize and investigate the central forces embedded within Chinese society and culture. As part of this process, the course will explore the ideological movements and practices associated with Confucianism, Daoism, and Buddhism and learn to demonstrate the ways in which these movements helped create a syncratic cultural sphere of action. In this way, students will emerge with the tools to identify Chinese societal norms and be able to apply these tools in order to form a more gendered, ethnic, religious and intellectual interpretation of China’s past. The course is equally interested in China’s role in a global context. The overarching question is how the Silk Road and China’s maritime networks helped embed China in a global network of thought, commerce and exchange. Central to this analysis is how such contact with overland and maritime cultures deeply affected mainstream Chinese society. 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 Chinese identity and culture. Through this multifaceted approach to Chinese history, students will come to recognize the strategic role of China within the pan-Eurasian sphere of interactions while also achieve a better understanding of the diverse characteristics of Chinese peoples, societies, and institutions in history.

HIST 581: Late Imperial and Modern China

3 Credits

This course provides students with an overview of the literature and themes in late imperial and modern Chinese history. HIST 581 Late Imperial and Modern China (3) This course surveys the historical scholarship on late imperial and modern China, providing students with an overview of the themes, theories, and debates within the field of late imperial and modern Chinese history. Students will become aware of key historical events of the past 250 years, such as the Opium Wars, the Taiping Rebellion, the fall of the Qing, the rise of the Chinese Communist Party, and the establishment of a socialist state. They will also think critically about the social and cultural shifts that accompanied or caused these well-known events, from 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. The course will emphasize a set of themes that will be revisited throughout the semester. Students will, for instance, investigate the role that Manchu identity played in the shape and governance of the Qing dynasty and contrast this later in the course to the role of ethnic identities in the People’s Republic of China. Governance is another theme of the course, and students will begin by
considering the structure of Qing bureaucracy and its relationship to local society; in the middle of the course, students will read about the changes to government administration under the Republic of China that brought local society and central government into increasing conflict, before turning to thinking about the compelling vision of state-society relations that swept the Chinese Communists into power. Other recurring themes include interactions between China and the West, changing gender and family relationships, and rebellion and revolution. Discussion and analysis of the assigned readings are at the core of this seminar’s work. In addition to reading important works in the field of late imperial and modern Chinese history, students will be asked both in class discussions and in written work to analyze and synthesize the contributions these works make to the study of Chinese history; regular additional readings such as book reviews, review essays, and short scholarly articles will help students to place the works in broader context.

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—throughout Chinese history, women were disciplined, educated, and married young; with the advent of modernity, women’s roles and the way people relate to family and society have changed. This course examines the historical literature on these shifts from the late imperial period to the present. Misinterpretations 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 history, including: women and family, women and the law, legal history, gender and nationalism, and new women’s history (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 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, borders, 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 &ldquo;palace view&rdquo; 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; 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, notorial 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.