

# History

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*Undergraduate Program Coordinator: SS 225, 702-2178*

*History Preceptors: F 4, 702-3079*

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## Program of Study

Studying history sheds light on human experience and thought in different times and places. It enables students to make sense of the present in terms of the past, and the past in terms of the present. Fields of study may be defined by nations (e.g., Chinese, Roman, U.S., international history) or by genres (e.g., legal, cultural, gender history). Topics include the history of revolution, slavery, sexuality, colonialism, ethnicity, war, and work. The fourth-year B.A. essay affords students the opportunity to pursue an original research project on a topic of their choosing.

Involving the analysis of evidence and the formulation of arguments, studying history is excellent preparation for a wide field of endeavors from law, government, and public policy to the arts and business.

*Students interested in a history concentration should consult the undergraduate program coordinator before the end of their second year to discuss their areas of interest in history. They are assigned to a preceptor who will act as their individual program adviser. Students who are interested in studying abroad must see the undergraduate program coordinator during their second year.*

History concentrators construct their course of study in consultation with the preceptor, the undergraduate program coordinator, and other appropriate faculty members. Students meet with their preceptors at least once each quarter to discuss their program and to inform the department of their progress. The undergraduate program coordinator and the preceptors are available to students on an ongoing basis.

## Program Requirements

There are no special prerequisites for a concentration in history. However, students are strongly encouraged to fulfill the civilization and language requirements most relevant to their major field of interest. A typical course of study in the history program would commence with basic history courses (10000-level courses) and move on to more advanced and specialized courses (20000-level courses, and in some cases 40000-level courses). History Colloquia (HIST 29600) are offered on a variety of topics each year, and enable advanced college students to pursue independent research.

**Courses.** Twelve-quarter courses in history are required for a concentration in history. "Courses in history" mean all courses offered by members of the Department of History and any other courses that are clearly related to the student's area of interest and have significant historical content or focus. In

case of uncertainty, the preceptor and undergraduate program coordinator are available to provide guidance.

Students are required to take six courses in, or directly related to, their chosen main field. Two additional courses are reserved for the B.A. Essay Seminar and the B.A. Essay (HIST 29801 and 29802). The four secondary courses are chosen to complement the main field, extend the range of the student's historical awareness, and explore varying approaches to historical analysis and interpretation. Students are urged to take courses that introduce significant civilization or chronological breadth.

Students construct the main field and choose their other courses in close consultation with their preceptors, subject to final approval by the undergraduate program coordinator and the chair of collegiate affairs.

Under normal circumstances, students are expected to have taken at least four history courses, including three in their major field, by the end of their third year. Exceptions for good cause must be approved by the student's preceptor.

**Courses in the Main Field.** The Department of History offers a number of standard concentration fields that include but are not limited to:

Africa	History of Science
Ancient Mediterranean	International
Caribbean	Jewish History
East Asia	Latin America
Europe: Medieval	Middle East
Europe: Modern	Russia
Great Britain	South Asia
History of Gender and Sexuality	United States

Students may also develop topically defined main fields that cut across the geographical and chronological definitions of the standard main fields. In those cases, the preceptor and undergraduate program coordinator work closely with a student to ensure appropriate focus and breadth in both the main and secondary courses. In choosing courses, there are two major goals: broad knowledge of the main field and more detailed knowledge of one or several of its major aspects.

**Junior Statement.** In the course of their third year, history concentrators consult with their preceptors, the undergraduate program coordinator, and appropriate faculty members in the department to begin defining a topic for the B.A. essay, and to identify a faculty adviser who will work closely with the student on the project. An informational meeting is held in the Spring Quarter to explain and facilitate this process. By the ninth Monday of the Spring Quarter, each student must submit a brief B.A. essay proposal, including a statement of the topic, the name and signature of the faculty adviser, and a list of proposed summer readings relevant to the project.

**Senior Seminar.** The B.A. essay is a two-quarter research project in which students develop a significant and original interpretation of a historical issue of their choosing. The culmination of the History Program, essays tend to range between thirty and forty pages in length, but there is neither a

minimum nor a maximum required length. The B.A. Essay Seminar assists students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques. In addition to working closely with their faculty director, who is the first reader of their essay, students are also required to join a two-quarter undergraduate senior seminar (HIST 29801/29802) during the Autumn and Winter Quarters of their last full year in the College. The seminar instructor is usually the preceptor with whom the student has been working and who is also to serve as the second reader of the essay.

The final deadline for submission of the B.A. essay is the second week of Spring Quarter when two copies of the B.A. essay must be submitted to the undergraduate program coordinator in SS 225. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. Students graduating in a quarter other than Spring must turn in their essay by Friday of seventh week of the final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

Concentrators who have selected B.A. topics by Winter Quarter of their third year are eligible to apply for research funding for summer research. Students are also encouraged to take advantage of funding that is available for language study abroad through the Foreign Language Acquisition Grant (FLAG) Program; for more information, see the section on Off-Campus Study Programs elsewhere in this catalog.

**Reading and Research Courses.** Students with a legitimate interest in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course that is taken individually and supervised by a member of the history faculty. Such a course requires the approval of the undergraduate program coordinator and the prior consent of the instructor with whom the student would like to study. NOTE: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the B.A. paper or B.A. research. Under normal circumstances, only one reading and research course can be counted towards the history concentration program.

### Summary of Requirements

<i>Concentration</i>	6	courses in the main field
	4	electives
	<u>2</u>	HIST 29801-29802 (B.A. Essay Seminar)
	12	

**Honors.** Students who have done exceptionally well in their course work and have written an outstanding B.A. essay are recommended for honors in history. Candidates must have an overall GPA of 3.0 or higher, and a GPA of 3.5 or higher in the concentration. B.A. essays that appear to be of particular distinction are submitted by the readers to the department. If the department concurs, the student is awarded honors in history. Students who fail to meet the final deadline for submission of the B.A. essay almost certainly become ineligible for honors consideration.

**Grading.** Subject to College and division regulations and with the consent of the instructor, all history concentrators may register for regular letter grades or *P/N* or *P/F* grades in any course. (NOTE: The one exception is that history concentrators must take letter grades in HIST 29800 and 29900.) A *Pass* grade is to be given only for work of *C-* quality or better.

NOTE: Some graduate and professional schools do not accept a transcript with more than ten percent *Pass* grades. Therefore, it is recommended that students who plan to continue their education take no more than four courses for *Pass* grading.

## Faculty

G. Alitto, L. Auslander, R. Austen, D. Borges, J. Boyer, J. Brewer, D. Chakrabarty, G. Chauncey, K. Conzen, E. Cook, B. Cumings, P. Duara, C. Fasolt, S. Fitzpatrick, C. Fleischer, R. Fulton, M. Geyer, J. Goldstein, C. Gray, H. Gray, J. Hall, N. Harris, R. Hellie, T. Herzog, T. Holt, R. Inden, A. Johns, W. Kaegi, F. Katz, J. Ketelaar, R. Khalidi, J. Kirshner, E. Kouri, E. Larkin, C. Lomnitz, T. Najita, M. Ngai, W. Novak, S. Pincus, M. Postone, R. Richards, R. Saller, J. Saville, W. Sewell, A. Stanley, N. Swerdlow, K. Weintraub, A. Winter, J. Woods, S. Yaqub

## Courses

*History courses numbered 10000 to 29900 are designed primarily for College students. Some 20000-level courses have 30000-level equivalents if they are also open to graduate students. Courses numbered 40000 to 49900 are primarily intended for graduate students, but are open to advanced College students. Courses numbered above 50000 are open to qualified College students with the consent of the instructor. Courses rarely open to College students are not listed in this catalog. Undergraduates registered for 30000-level courses will be held to the graduate-level requirements. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000).*

**10800-10900. Introduction to the Civilization of South Asia I, II.** (=ANTH 24101-24102, SALC 20100-20200, SASC 20000-20100, SOSC 23000-23100) *PQ: Completion of the general education requirement in social sciences. Must be taken in sequence. This course fulfills the general education requirement in civilization studies.* For course description, see South Asian Languages and Civilizations. *S. Pollock, Autumn; M. Alam, Winter.*

**12700-12800. Music in Western Civilization.** (=MUSI 12100-12200, SOSC 21100-21200) *Prior music course or ability to read music not required. This two-quarter sequence meets the general education requirement in civilization studies. It may not be used to meet the general education requirement in the dramatic, musical, and visual arts.* For course description, see Music. *A. Robertson, Winter; R. Kendrick, Spring.*

**13001-13002. History of European Civilization I, II.** *Available Autumn, Winter; or Winter, Spring. This sequence meets the general education requirement in civilization studies. This sequence is designed to introduce students to the nature and history of European civilization from the early*

Middle Ages to the twentieth century. It complements parallel sequences in Ancient Mediterranean, Byzantine, Islamic, and American civilization. It may be supplemented by a third quarter that would be designed to expand students' understanding of European civilization in a particular direction. Emphasis is placed throughout on the recurring tension between universal aspirations and localizing boundaries, and on the fundamental rhythms of tradition and change. Primary sources illuminate the formation and development of a characteristically European way of life in the high middle ages; the collapse of ecclesiastical universalism in the early modern period; and the development of modern politics, society, and culture in the centuries to follow. Instructors may select different sources, but some readings are the same in all sections. *Autumn, Winter; or Winter, Spring.*

**13100-13200-13300. History of Western Civilization I, II, III.** Available as a three-quarter sequence or as a two-quarter sequence (*Autumn, Winter; or Winter, Spring*). This sequence meets the general education requirement in civilization studies. The purpose of this course is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century B.C., and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three each quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year; the amount of material covered is the same, whether the student enrolls in the Autumn-Winter-Spring Sequence or in the Summer Sequence. *Summer; Autumn, Winter, Spring.*

**13500-13600-13700. America in Western Civilization I, II, III.** Available as a three-quarter sequence or as a two-quarter sequence (*Autumn, Winter; or Winter, Spring*). This sequence meets the general education requirement in civilization studies. This sequence uses the American historical experience, set within the context of Western civilization, to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

**13500.** The first quarter examines the establishment of the new American society in the colonial and early national periods, focusing on the experience of social change and cultural interaction. Subunits examine the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of Revolution and of making a new polity. *Autumn.*

**13600.** The second quarter focuses on the creation of the American nation in the nineteenth century. Subunits focus on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity. *Winter.*

**13700.** The third quarter takes the society and nation thus created and focuses on the transformations produced by immigration, industrial re-organization, and the expansion of state power. Subunits focus on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements. *Spring.*

**13900-14000-14100. Introduction to Russian Civilization I, II, III.** (=SOSC 24000-24100-24200) *It is recommended that students begin with the first course in this sequence. This sequence meets the general education requirement in civilization studies.* This three-quarter, interdisciplinary course studies geography, history, literature, economics, law, fine arts, religion, sociology, and agriculture, among other fields, to see how the civilization of Russia has developed and functioned since the ninth century. The first quarter covers the period up to 1700; the second, to 1917; and the third, since 1917. The course has a common lecture by a specialist in the field, usually on a topic about which little is written in English. Two weekly seminar meetings are devoted to discussions of the readings, which integrate the materials from a variety of interdisciplinary perspectives. The course attempts to inculcate an understanding of the separate elements of Russian civilization. Emphasis is placed on discovering indigenous elements of Russian civilization and how they have reacted to the pressures and impact of other civilizations, particularly Byzantine, Mongol-Tataric, and Western. The course also considers problems of the social sciences, such as the way in which the state has dominated society, stratification, patterns of legitimization of the social order, symbols of collective social and cultural identity, the degrees of pluralism in society, and the autonomy an individual has vis-à-vis the social order. Also examined are such problems as the role of the center in directing the periphery and its cultural, political, and economic order; the mechanisms of control over the flow of resources and the social surplus; and processes of innovation and modernization. *This course is offered in alternate years. R. Hellie. Autumn, Winter, Spring. Offered 2003-04; not offered 2002-03.*

**14800. Narratives, Images, and Modern China.** (=CHIN 22200, EALC 22200) For course description, see East Asian Languages and Civilizations (Chinese). *X. Tang. Spring, 2003.*

**15100-15200-15300. Introduction to the Civilizations of East Asia I, II, III.** (=EALC 10800-10900-11000, SOSC 23500-23600-23700) *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present. This year's sequence focuses on Japan from 1600 to the present, China from the eighteenth to the twentieth century, and Korea from the eighteenth to the twentieth century. *P. Duara, Autumn; J. Ketelaar, Winter; B. Cumings, Spring.*

**16100-16200-16300. Introduction to Latin American Civilization I, II, III.** (=ANTH 23101-23202-23303, LTAM 16100-16200-16300/34600-34700-34800, SOSC 26100-26200-26300) *PQ: Completion of the general education requirement in social sciences. May be taken in sequence or*

*individually. This sequence meets the general education requirement in civilization studies. An introduction to the history and cultures of Latin America, including Mexico, Central and South America, and the Caribbean Islands. Autumn Quarter examines the origins of civilizations in Latin America with a focus and the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with consideration of the Spanish and Portuguese conquest and the construction of colonial societies in Latin America. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century. Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region. E. Kouri, A. Kolata, Autumn; D. Borges, Winter; D. Borges, Spring. Offered 2002-03; not offered 2003-04.*

**16400. The Slavery Question, 1789 to 1861.** (=LLSO 26900) This course draws on primary sources to explore the contradictions in political culture and daily life generated by the interdependent development of slavery and forms of abolition in nineteenth-century United States. Selected documents explore how a wide range of historical actors (e.g., elected officials, laborers, middle-class reform activists, religious teachers) linked the issue of slavery to their basic notions about justice, social order, and freedom. *J. Saville. Winter.*

**16700-16800-16900 Ancient Mediterranean World I, II, III.** *Available as a three-quarter sequence or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 B.C.) in Autumn Quarter; the Roman Republic (527 to 509 B.C.) in Winter Quarter; and concludes in Spring Quarter with the five centuries between the establishment of imperial autocracy in 27 B.C. and the fall of the Western empire in the fifth century A.D. This sequence is offered in alternate years. Offered 2002-03; not offered 2003-04.*

**16700. Ancient Mediterranean World I: Greek History to the Death of Alexander.** (=ANST 20700, CLCV 20700) This course, which fulfills the common core requirement in civilizational studies, surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 B.C.). The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians. *W. Scheidel. Autumn.*

**16800. Ancient Mediterranean World II: Roman Republic.** (=ANST 20800, CLCV 20800) *W. Scheidel. Winter.*

**16900. Ancient Mediterranean World III: Roman Empire.** (=ANST 20900, CLCV 20900) Lectures and discussion concerning principal features of cultural, religious, social, and economic experiences of the Mediterranean World between the third and sixth centuries A.D. Geographical scope includes the western as well as eastern Mediterranean. The instructor considers Near Eastern and Germanic

perspectives as well as Graeco-Roman ones. The course involves review of modern scholarly controversies as well as investigation of range of primary sources in translation. *W. Kaegi. Spring.*

**17300-17400-17501/17502. Science, Culture, and Society in Western Civilization I, II, III.** (=HIPS 17300-17400-17501/17502) *Each course may be taken individually, although it is recommended that students take the entire sequence in order. This sequence meets the general education requirement in civilization studies.* This three-quarter sequence focuses on the origins and development of science in the West. The aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods, and in turn, affect culture and society.

**17300.** The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria. *R. Richards. Autumn.*

**17400.** The second quarter is concerned with the period of the scientific revolution, the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton. *N. Swerdlow. Winter.*

**17501. Modern Science.** Science's dazzling success continues to pose questions that are both challenging and (in some instances) troubling. Such questions make it vitally important that we try to understand what science is and how it works, even if we ourselves never enter labs or do experiments. This course helps us achieve that understanding, whatever our initial level of scientific expertise. The course uses evidence from today's scientific controversies (ranging from the Human Genome Project to the International Space Station) to throw light on the enterprise of science itself. *A. Winter. Spring.*

**17502. The History of Modern Medicine Since the Renaissance.** An examination of various themes in the history of medicine in western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood, germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and of laboratory medicine. *A. Winter. Spring.*

**17700. Social History of American Sexual Subcultures.** This course uses the methods of social history, historical ethnography, and cultural studies to analyze the changing social organization and cultural meaning of same-sex relations in the United States, primarily in the last century. We examine the emergence of heterosexuality, homosexuality, and bisexuality as the predominant categories of sexual experience and identity; the contested boundaries drawn between same-sex sociability, friendship, and eroticism; the development of diverse lesbian and gay subcultures; the representation of homosexuality in the mass media and popular culture; and the politics of everyday life for lesbians and gay men before and after the emergence of the gay and feminist movements. *G. Chauncey. Winter.*



**18200. Postwar American Culture, 1945 to 1970.** (=GNDR 18200) This lecture/discussion course explores the cultural politics of national identity, race, ethnicity, class, gender, and generation in the quarter century following World War II. We pay special attention to the impact of the war itself on notions of citizenship, gender, ethnicity, and nation; suburbanization and urban change; postwar modernism, antimodernism, and social criticism; mass culture and the counterculture; McCarthyism, the domestic cold war, and the debate over the Vietnam War; the civil rights movement and the rise of the new social movements of the left and right. *G. Chauncey. Autumn.*

**18400. Religion and American Social Reform.** (=RLST 21300) For course description, see Religious Studies. *W. C. Gilpin. Spring.*

**18600. U.S. Labor History.** (=LLSO 28000) This course explores the history of labor and laboring people in the U.S. The significance of work is considered from the vantage points of political economy, culture, and law. Key topics include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, and race and sex difference in the workplace. *A. Stanley. Spring.*

**18700. Early America to 1865.** *Can be taken in sequence with HIST 18900 or individually.* This course surveys major themes in the settlement of the British colonies, the crisis of the American Revolution, and the growth of American society and politics. *E. Cook. Winter.*

**18900. U.S. History, 1865 to the Present.** *Can be taken in sequence with HIST 18700 or individually.* This course traces the transformation of the United States from a largely rural and agricultural society to a largely urban and industrial society, and its further transition into the age of information and globalization. The course considers the efforts of both governments and elites to manage these transitions and the struggles of ordinary people to advance their interests and reform the larger society. The course also explores the role of elite and popular culture in chronicling and transforming American politics and society. *S. Yaqub. Spring.*

**19200. History on Film.** In this course we examine the portrayal of historical events in cinema. We look alternatively at the events themselves, and their portrayal in movies. The aim of this course is to consider the way history is used to construct a present and a future, and the way it is interpreted by artists such as moviemakers. Both movies and historical events are either Spanish or Spanish American, and mainly (although not exclusively) deal with the twentieth century. *T. Herzog. Winter.*

**19800. Medieval Women's Religious Writing.** (=GNDR 23700, RLST 20700) For course description, see Religious Studies. *L. Pick. Spring.*

**20001/30001. Atlantic Slave Trade.** (=AFAM 20101) This course deals with the slave trade as (1) an economic project of early-modern European overseas expansion; (2) a process of ethnic/linguistic identity formation for communities along the entire route from the African interior to early settlement in New World Plantations; and (3) a focus for African and African-American oral traditions and memory projects. Texts cover social history, anthropology, and ideological debates. Interested students also have access to a major new slave trade data base. *R. Austen. Autumn.*

**20100/30100. The Mande World of West Africa.** (=ANTH 21200/30600, GSHU 20600/30600) The culture of the Mande World of West Africa is intensively studied through history, literature, and ethnography. *R. Austen. Winter.*

**21000/31000. The Roman City.** *PQ: Some basic knowledge of Roman history is desirable, but no knowledge of ancient languages is required.* Under Roman rule, hundreds of new cities were established in the western Mediterranean and northwestern Europe, serving as nodes of control and acculturation and laying the foundations for the urbanization of medieval and modern Europe. This course explores the social, cultural, administrative, economic, religious, and architectural aspects of Roman urbanism. While exceptionally rich sites such as Pompeii receive particular attention, our final goal is a synthetic and comparative assessment of the Roman city as an institution. *W. Scheidel. Spring, 2003.*

**21300/31300. Seventeenth-Century England.** This course examines the causes and consequences of the great social, cultural, and political transformations that shook England in the sixteenth and seventeenth centuries. The course examines the nature of England's Civil Wars and its Glorious Revolution. It also seeks to explain how and why English society changed over the period in question. This course is appropriate not only for students of history but also for students interested in English literature and the history of political thought. *S. Pincus. Autumn.*

**21400/31400. Eighteenth-Century Britain.** This lecture/discussion course explores the main political, social, intellectual, economic, and religious developments in Britain from the Glorious Revolution to the Napoleonic Wars. We emphasize the relationship between politics and the social order, as well as the evolution of modes of political behavior. *E. Cook. Winter.*

**21701/31701. Byzantine Empire, 330 to 610.** A lecture course, with limited discussion, concerning the formation of early Byzantine government, society, and culture. Although it is a survey of events and changes, including external relations, we also scrutinize many of the latest scholarly controversies. There is some discussion of relevant archaeology and topography. Readings include some primary sources in translation and examples of modern scholarly interpretations. *W. Kaegi. Autumn.*

**21702/31702. Byzantine Empire, 610 to 1025.** A lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of events and changes, including external relations, many of the latest scholarly controversies also receive scrutiny. Readings include some primary sources in translation and examples of modern scholarly interpretations. *W. Kaegi. Spring.*

**22001/32001. Byzantium and Islam.** This is a lecture/discussion course on selected Byzantine-Islamic experiences from the emergence of Islam in the seventh century through the end of the Byzantine Empire in the fifteenth century. Topics include diplomatic (political), military, economic, and cultural as well as religious relations that range from subtle influences and adaptations to open polemics. Readings include modern scholarly interpretations and primary sources in translation. *W. Kaegi. Autumn.*

**22200. Commerce, Luxury, and Consumption in the Early Modern Era (Sixteenth to Nineteenth Century).** (=ENGL 18900/38900) This course examines the recent literature on consumerism in early modern Europe, focusing on Britain, the Netherlands, France, and Italy. The first part of the course is historiographical and methodological, examining the value of techniques and methods drawn from economic, social, and art history, literary studies, anthropology, sociology, and cultural studies. The second considers a series of case studies which include narratives of modernity, the luxury debate in mid-eighteenth-century France and England, reproductive engraving, shops and shopping, the female reader, the male fop, fashion and design in the textile industry, culinary implements, and colonial produce, especially sugar. *J. Brewer. Spring.*

**22301/32301. Early Modern Europe, 1450 to 1650.** *PQ: Advanced standing.* This course is designed to introduce the main structures, events, and developments that shaped early modern European history from the end of the Hundred Years' War to the first stirrings of the Enlightenment. The goal of the course is neither to cover everything nor to single out one particular aspect or approach to history. It is rather to give students a means of orienting themselves in early modern European history as a whole, and to relate it to earlier and later phases of the past. The method consists of a mix of lecture and discussion, as well as a mix of secondary and primary sources. *C. Fasolt. Winter.*

**22400/32400. Europe in the Early Middle Ages.** This lecture-discussion course offers an in-depth introduction to the history of Europe from the conversion of the Roman Empire to the end of the first Christian Millennium. Principal themes include relations between Christians and pagans, the break-up of the Mediterranean world and subsequent cultural interaction between the three medieval "heirs of Rome," the origins of Latin Christendom and the European Kingdoms of northern and southern Europe, and the special role of the Church in the formation of a distinctive European culture. Readings include primary sources in translation from both Latin and the vernacular along with relevant scholarship. *R. Fulton. Winter.*

**22700. The Transit of Venus: Exoticism, Race, Sexuality, and Science in the Eighteenth-Century Pacific.** (=ENGL 18200/38200) For course description, see English Language and Literature. *J. Brewer. Spring.*

**22801/32801. Machiavelli's *Discourses*.** (=FN DL 26101) This course focuses on Machiavelli's political and historical thought and on the interpretation of ancient and modern history he articulated in the *Discourses*, with attention also to some of the sources, such as works of Livy and Polybius, on which he drew. *H. Gray. Winter, 2003.*

**23001/33001. Northern Renaissance/Early Reformation.** In surveying the history of this period, attention is devoted to the relationships between the movements of Renaissance and Reformation in northern Europe from the late fifteenth to the mid-sixteenth centuries. Primary texts are emphasized. *H. Gray. Spring.*

**23400/33400. Microhistory and Historical Narrative.** (=ENGL 18000/38000) For course description, see English Language and Literature. *J. Brewer. Winter.*

**23900/33900. History and Politics of the Soviet Union.** (=PLSC 29300/49000) For course description, see Political Science. *R. Suny. Spring.*

**24200/34200. Civilization and Popular Culture in China.** (=CHIN 27900, EALC 27900) *PQ: EALC 10800-10900-11000 or consent of instructor.* This course studies relations of popular (especially peasant) culture to that of the elite and the state. We discuss issues of cultural unity, hegemony, and representations of the social order and groups such as state, gentry, women, and peasants during the late imperial and republican period. *P. Duara. Spring.*

**24300/343000. History of Modern China.** This lecture course presents the main intellectual, political, economic, and social trends in modern China. The course covers the ideological and organization structures, and the social movements that define a process variously described in Western literature as modernization, reform, and revolution, or as political development. Readings are in the secondary literature. Emphasis is on institutional and intellectual developments during this period. Some attention is paid to historiographic analysis and criticism. Texts in English. *G. Alitto. Winter.*

**24501/34501. Readings in Literary Chinese I.** (=CHIN 40800) Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like. *G. Alitto. Autumn.*

**24700/34700. A History of Japanese Religion.** (=EALC 24700/34700, JAPN 24700/34700) An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history. *J. Ketelaar. Autumn.*

**24800/34800. Overseas Chinese Between Nations.** (=CHIN 22300, EALC 22300) *PQ: Third- or fourth-year standing.* This course explores cultures, strategies, and trajectories of migrant Chinese from the mid-nineteenth century. We also study their experience and dilemmas in selected southeast Asian and new world countries through the colonial and nationalist period. The course seeks to arrive at a differentiated understanding of the Chinese overseas in terms of class and profession, as well as in terms of identity as transnationals, national citizens of the host countries, and as Chinese. *P. Duara, M. Ngai. Winter.*

**25000/35000. Philosophy of History: Historical Explanation.** (=CHSS 37200, HIPS 27200, PHIL 20600/30600) *PQ: Third- or fourth-year standing.* This lecture/discussion course traces different theories of explanation in history from the nineteenth century to the present. We examine the ideas of such individuals as Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. Topics include using the nature of the past to explain its features, the role of laws in historical explanation, the use of Verstehen history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. *R. Richards. Autumn.*

**25200. Technology and Environment in History.** (=ENST 23700, HIPS 23800) For course description, see Environmental Studies. *A. Gugliotta. Spring.*

**25300/35300. The American Revolution, 1763 to 1789.** This lecture/discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution-making (1776 to 1789) for evidence of the ways in which the Revolution was truly revolutionary. *E. Cook. Spring.*

**25500/35500. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries.** (=CHSS 35900, HIPS 25901, PHIL 24300/34300, PSYCH 28200/38200) *PQ: Third- or fourth-year standing.* This lecture/discussion course focuses on efforts to give an evolutionary account of mind and moral judgment. Among the individual theorists advancing such evolutionary accounts whom we consider are Darwin, Spencer, James, Lorenz, Wilson, Sober, Dennett, and recent evolutionary psychologists (e.g., Tooby and Cosmedes, Gigerenzer); time is also given to the critics of such efforts (e.g., G. E. Moore, Gould, Flew). We consider such topics as the evidence for evolutionary theories of mind, the naturalistic fallacy, naturalistic constructions of cognition, and altruism. *R. Richards. Winter.*

**25600. Ottoman Historical Survey, 1300 to 1750.** *C. Fleischer. Spring.*

**25700-25800-25900/35700-35800-35900. History of the Islamic Middle East.** (=NEHC 28600-28700-28800/38600-38700-38800) *May be taken in sequence or individually. This sequence does not meet the general education requirement in civilization studies.* For course descriptions, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization).

**25700/35700. History of the Islamic Middle East I: The Rise of Islam and the Caliphate.** *F. Donner. Autumn.*

**25800/35800. History of the Islamic Middle East II: 1200 to 1700.** *J. Woods. Winter.*

**25900/35900. History of the Islamic Middle East III: The Modern Middle East.** *R. Khaladi, H. Shissler. Spring.*

**26001/36001. The United States and the Middle East, 1900 to the Present.** This course examines U.S. relations with the nations of the Middle East since 1900. Topics include Wilson and the politics of national self-determination; the Arab-Israeli conflict; superpower rivalry; decolonization and nationalism; oil; Islamic revivalism; and the background, meaning, and aftermath of the terrorist attacks of September 11, 2001. The course considers the perspectives not only of the American government and people but of Middle Eastern societies as well. *S. Yaqub. Autumn.*

**26100. Latin American Revolutions.** This advanced undergraduate seminar examines Spanish-American societies. Throughout the nineteenth century, revolution and revolt was endemic in practically all of the new nations. The first social revolution of the twentieth century occurred in Mexico, and the ideal or threat of revolution has conditioned the quality and nature of mass politics in these societies. This course compares nineteenth- and twentieth-century Spanish-American revolutions from the perspective of both social and cultural history. *C. Lomnitz. Winter.*

**26200. Historical Rituals.** *C. Lomnitz. Autumn.*

**26600/36600. Critics of Colonialism: Gandhi and Fanon.** (=SALC 20700) For course description, see South Asian Languages and Civilizations. *D. Chakrabarty. Spring.*

**26700/36700. Film in India.** (=ANTH 20600/31100, CMST 24100/34100, SALC 20500/30500) *Some knowledge of Hindi helpful but not required.* This course considers film-related activities from just before Independence (1947) down to the present. Emphasis is placed on the reconstruction of film-related activities that can be taken as life practices from the standpoint of "elites" and "masses," "middle classes," men and women, people in cities and villages, governmental institutions, businesses, and the "nation." The course relies on people's notions of the everyday, festive days, paradise, arcadia, and utopia to pose questions about how people try to realize their wishes and themselves through film. Films subtitled in English. *One film screening a week required. R. Inden. Autumn.*

**26800/36800. Religion and Modernity in Film.** (=ANTH 21900/32400, CMST 24300/34300) This course considers the problem of how popular films in the U.S., India, and Europe have represented the conventional religions' relation to modernity: the idea of film practices ("youth culture") as constituting a secular religion alternative or antagonistic to the conventional religions, and the recuperation and transformation of conventional religiosity in modernist (patriotic and science-fiction) films as a national theology ("civil religion"). *One to two film screenings a week required. R. Inden. Winter.*

**26900/36900. Approaches to Modern South Asian History.** (=SALC 26700/36700) For course description, see South Asian Languages and Civilizations. *D. Chakrabarty. Winter.*

**27100/37100. American Landscapes, 1926 to 1964.** (=GEOG 41000) This course treats changes in the natural and human-made environment, focusing on the settings American designers, builders, architects, and their clients developed for work, housing, education, recreation, worship, and travel. Lectures attempt to relate specific physical changes to social values, aesthetic theories, technological skills, and social structure. *N. Harris. Autumn.*

**27200-27300/37200-37300. African-American History.** (=LLSO 26901/26902) In a comparative framework, this two-quarter course explores the historical forces that shaped the work, culture, and political struggles of African-American people in the United States.

**27200/37300. African-American History to 1877.** (=LLSO 26901) This course covers the period from the advent of plantation slavery in the Americas through the American Civil War and Reconstruction. *J. Saville. Winter.*

**27300/37300. African-American History since 1877.** (=LLSO 26902) This course covers the period from the end of the Reconstruction to the present. *J. Saville. Spring.*

**27500. Original Intent: Historical Roots of Modern Controversy.** (=LLSO 26600) For course description, see Law, Letters, and Society. *J. Hart. Winter.*

**27600/37600. The United States and the World since 1945.** This course examines U.S. foreign relations since the end of World War II. While much of the course is concerned with the origins, evolution, and end of the cold war, the course also considers U.S. involvement in matters largely or wholly independent of the cold war. The course also examines America's economic, cultural, and ideological impact abroad. We also consider how international events have shaped American society and culture and how they have influenced U.S. foreign relations. *S. Yaqub. Winter.*

**28800/38800. Historical Geography of the United States.** (=GEOG 21900/31900) For course description, see Geography. *Superior term papers from this course may be selected for special publication. An all-day Illinois field trip required. M. Conzen. Autumn.*

**29100/39100. Political Economy of Industrialization.** This course examines the effects of particular episodes of industrialization on the politics, society, culture, and international relations of various nations at various times. We begin with the industrial revolution in England, and then move through continental industrialization (especially Germany), Russia, Japan, one or two cases in Latin America and the recent experience of so-called newly-industrializing countries in East Asia, including South Korea and Taiwan. We also study Stalinist industrialization in China and North Korea, and China's post-1978 experiment with state capitalism. *B. Cumings. Spring.*

**29301/39301. Human Rights I: Philosophical Foundations of Human Rights.** (=GSHU 28700/38700, HMRT 20100/30100, INRE 31600, LAWS 41200, LLSO 25100, MAPH 40000, PHIL 21600/31600) For course description, see Philosophy. *M. Green. Autumn.*

**29302/39302. Human Rights II: Historical Underpinnings of Human Rights.** (=GSHU 28800/38800, HMRT 20200/30200, INRE 36400, LAWS 41300, LLSO 27100) This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation states and the concurrent rise of value-driven social mobilizations. It juxtaposes these western origins with competing non-Western systems of thought and practices on rights. It approaches in this tense context the "universality" of modern human rights norms. The course proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism entailed therein. Second, it inquires into rights as they affect groups (i.e., ethnicities and, potentially, transnational corporations) or states and limit their actions through international agreement (e.g., the genocide convention). *M. Geyer, W. Novak. Winter.*

**29303/39303. Human Rights III: Contemporary Issues in Human Rights.** (=GSHU 29800/39800, 29500/39500, HMRT 20300/30300, INRE 57900, LAWS 57900, LLSO 27200, PATH 46500) This course examines

the main features of the contemporary human rights system. It covers the major international treaties, and the mechanism, international, regional and national, established to implement them. We also discuss the uses and limitations of the international treaty system, and the relationship between international obligations and domestic implementation. Legal and medical concepts are applied to topics such as torture, political repression, war crimes and genocide, refugees, women's rights, children's rights, violations of human rights within the United States, and medical ethics. *R. Kirschner, R. Quinn. Spring.*

**29400/39400. Reading Hannah Arendt.** We primarily read some of Arendt's 1960s texts, in particular *On Revolution* and *Eichmann in Jerusalem*. We begin with a close reading of the two texts in order to proceed to an exploration of the extraordinary ruckus which they caused. We then inquire into Arendt's notion of totalitarianism and wonder why the latter was so readily accepted, although it was no less outrageous. The context for all of this is the history of post-World War II political thought on the foundations of European civilization and the role which European and, especially, German-Jewish emigres played in this context. *M. Geyer. Winter.*

**29601. History Colloquium: Columbian Exposition.** This colloquium examines the World's Columbian Exposition of 1893, both as an episode in the history of Chicago and as a demonstration of late Victorian culture in America. Readings include materials on the history of world's fairs, construction of civic institutions, maturation of civic self-consciousness, manipulation of the urban landscape, development of exhibition display, and codification of belief systems. *N. Harris. Autumn.*

**29603. History Colloquium: On Believing Historians.** Except (sometimes) for a very narrow range of subjects about which we have firsthand knowledge or have investigated for ourselves, most of our beliefs about the world result from our (more or less blindly) trusting a source: an instructor, a book, or a newspaper. This course inquires into the grounds of such beliefs with special reference to history. For example, when, as often happens, two quite reputable historians offer very different accounts of the same event, which do you choose to believe? How can you (if you can) justify the choice? If you can't, what does all this "life of the mind" stuff amount to? *P. Novick. Spring.*

**29700. Readings in History.** *PQ: Consent of instructor and undergraduate program coordinator. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

**29801. B.A. Essay Seminar.** *HIST 29801 and 29802 form a two-quarter sequence that is required of history concentrators with fourth-year standing who are writing B.A. essays.* This seminar provides students with a forum within which research problems are addressed and conceptual frameworks are refined. *The class meets weekly. A. Stanley. Autumn.*

**29802. B.A. Essay Seminar.** *PQ: HIST 29801. HIST 29801 and 29802 form a two-quarter sequence that is required of history concentrators with fourth-year standing who are writing B.A. essays.* The purpose of this course is to assist students in the preparation of drafts of their B.A. essay, which are formally presented and critiqued. *The class meets weekly. A. Stanley. Winter.*