

# History

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

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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 undergraduates to pursue independent research.

**Courses.** Concentrators must take twelve courses 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 Quarter 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

<b>Concentration</b>	6	courses in the main field
	4	electives
	2	HIST 29801-29802 (B.A. Essay Seminar)
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**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 quality grades or *P/N* or *P/F* grades in any course. (NOTE: The one exception is that history concentrators must take quality grades in HIST 29801 and 29802.) A *Pass* grade is to be given only for work of C- quality or higher.

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, S. Burns, D. Chakrabarty, G. Chauncey, K. Conzen, E. Cook, B. Cumings, P. Duara, C. Fasolt, S. Fitzpatrick, C. Fleischer, R. Fulton, M. Fusaro, M. Geyer, J. Goldstein, H. Gray, J. Hall, N. Harris, R. Hellie, T. Herzog, T. Holt, R. Inden, A. Johns, W. Kaegi, F. Katz, J. Ketelaar, E. Kouri, E. Larkin, C. Lomnitz, M. Ngai, W. Novak, S. Pincus, M. Postone, R. Richards, R. Saller, J. Saville, W. Sewell, A. Stanley, N. Swerdlow, A. Winter, J. Woods, S. Yaquib

### Courses: History (HIST)

*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).*

**10101-10102. Introduction to African Civilization I, II.** (=ANTH 20701-20702, SOCI 30305-30306, SOSC 22500-22600) *General education social science sequence recommended. This sequence meets the general education requirement in civilization studies.* This sequence presents the political, economic, social, and cultural development of sub-Saharan African communities and states from a variety of points from the precolonial past to the present. The Autumn Quarter treats the social organization and political economy of several precolonial societies in southern, central, and eastern Africa. The Winter Quarter focuses on the historically and culturally complex experience of Ethiopia, using diverse primary texts (royal chronicles, folk poetry, art, music, coins, ethnographies, traveler's reports, survey data, and contemporary writing) along with scholarly analyses. *R. Austen, Autumn; D. Levine, Winter.*

**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 sequence meets the general education requirement in civilization studies.* Using a variety of disciplinary approaches, this sequence familiarizes students with some of the important textual, institutional, and historical ideas and experiences that have constituted “civilization” in South Asia. Topics in the Autumn Quarter include European and American representations of South Asia, its place in world history as a “Third World” or “underdeveloped” country, Gandhi and Nehru’s visions of modernity, India’s recent repositioning in the global economy as a consumer society, and its popular movements (women’s, rural, tribal, urban slum, Dalit). Topics in the Winter Quarter include urban and rural ways of life and the place of film and television in cultural life. *R. Inden. Autumn, Winter.*

**12500. Calvin’s *Institutes of the Christian Religion*.** Calvin’s *Institutes* are the most complete and influential statement of Christian theology to come out of the Protestant Reformation. Contrary to widespread perceptions, and in spite of some points of fundamental contention between Lutherans, Zwinglians, Calvinists, and other kinds of Protestants, there is no better work to introduce readers to Reformation theology as a whole. Instead of emphasizing the familiar “theological” issues, we pay close attention to Calvin’s views on such fundamental questions as the nature of knowledge, writing and interpretation, truth and meaning, morality and law, freedom and necessity, self-denial, justice, action, power, and the relationship between individuals and society. *C. Fasolt. Spring.*

**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.* MUSI 12100 (Music in Western Civilization, to 1750) and MUSI 12200 (Music in Western Civilization, 1750 to the Present) explore musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style, but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. The format of the class consists of lectures and discussions in smaller sections that focus on important issues in the readings and on music listening exercises. *A. Robertson, Winter; R. Kendrick, Spring.*

**13001-13002 (13003). History of European Civilization I, II (III).** *This sequence meets the general education requirement in civilization studies.* This two-quarter sequence introduces students to the nature and history of European civilization from the early Middle Ages to the twentieth century. To construct a three-quarter sequence, it may be supplemented by a third-quarter “topics” course in Spring Quarter that is 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. Method consists of close reading of primary sources

intended to 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. Individual instructors may choose different sources to illuminate those themes, but some of the most important readings are the same in all sections. *13001-13002 (13003): Autumn, Winter, (Spring). 13001-13002: Winter, Spring.*

**13100-13200-13300. History of Western Civilization I, II, III.** *Available as a three-quarter sequence (Autumn, Winter, Spring) 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 sequence 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 (Autumn, Winter, Spring) 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. Introduction to Russian Civilization I, II.** (=RUSS 25100-25200, SOSC 24000-24100). *It is recommended that students begin with the first course in this sequence. This sequence meets the general education requirement in civilization studies.* This two-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 1801; the second, since 1801. 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 discussion 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, N. Ingham. Autumn, Winter.*

**14300. Early Modern Chinese Women.** This course provides a comparative perspective on Chinese women in the early modern world. We introduce historical scholarship of recent decades and identify the major themes presented in this body of literature. These themes include foot binding practice, material culture, domesticity, gender segregation, life course, community, medicine, reproduction, motherhood, writing, work, devotion, and property. Each theme is considered in orthodox culture (Confucianism) and prominent popular culture (Buddhism) along different axes from state to elite family and peasant household. *M. Hu. Winter.*

**14400. Japan and the West: Nineteenth-Century Encounters.** (=EALC 14405, JAPN 14405) This course explores the cultural interactions between Japanese and Westerners in the second half of the nineteenth century, the first period of sustained contact, and the time in which enduring modes of perception and misperception were formed. We examine travelogs, memoirs, guidebooks, histories, and other works written about Japan by Americans and Europeans, as well as works by Japanese authored for a Western readership. *S. Burns. Autumn.*

**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. *G. Alitto, Autumn; N. Field, Winter; K-H. Choi, Spring.*

**15401. Religious Thought, 1776-Present.** *C. Gilpin. Spring.*

**16101-16202-16303. Introduction to Latin American Civilization I, II, III.** (=ANTH 23101-23102-23103, LACS 34600-34700-34800, LACS 34600-34700-34800, LTAM 16100-16200-16300, 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 on 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. *D. Borges, Autumn; D. Borges, Winter; E. Kouri, Spring.*

**16300. Native Americans in the Spanish Empire.** At the heart of this course lies the question: How did native people experience Spanish rule? The study of colonial subjects and colonialism often is defined by dichotomies: victors and vanquished, dominators and dominated, Spaniards and Indians. The actions of native people, from this perspective, are interpreted as resistance, accommodation, or acquiescence. The course shows how native people influenced colonial institutions, culture, and society, as well as contributions they made to modern Latin America. *J. Baber. Autumn.*

**16700. Ancient Mediterranean World I.** (=ANST 20700, CLCV 20700) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Greece from prehistory down to the Hellenistic period. 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. *J. Hall. Autumn.*

**16800. Ancient Mediterranean World II.** (=ANST 20800, CLCV 20800) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century B.C.E. to the



political crisis following the death of Nero in 69 C.E. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. *C. Grey. Winter.*

**16900. Ancient Mediterranean World III.** (=ANST 20900, CLCV 20900) *This sequence meets the general education requirement in civilization studies.* This course involves 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 a range of primary sources in translation. *W. Kaegi. Spring.*

**17300-17400-17500. Science, Culture, and Society in Western Civilization I, II, III.** (=HIPS 17300-17400-17500) *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.*

**17500. 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. Johns. Spring.*

**17501. Medicine Since the Renaissance.** (=CHSS 37000) 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 and 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.** (=GNDR 17700)

This course uses the methods of social history, historical ethnography, and cultural studies to analyze the 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 predominant categories of identity, the contested boundaries drawn between same-sex sociability, friendship, and eroticism, and between homosexuality and transgenderism, the development of diverse lesbian and gay subcultures, the representation of homosexuality in popular culture, the politics of everyday life for lesbians and gay men, and the significance of gender, class, racial/ethnic, and generational differences. *G. Chauncey. Autumn.*

**17902. U.S. Women's History.** (=GNDR 18000/25100)

This course explores the history of women in the modern U.S. and its meaning for the world of both sexes. Rather than studying women in isolation, it focuses on changing gender relations and ideologies, on the social, cultural, and political forces shaping women's lives, and on the implications of race, ethnic, and class differences among women. Topics include the struggle for women's rights, slavery and emancipation, the politics of sexuality, work, consumer culture, and the rise of the welfare state. *A. Stanley. Winter.*

**18100. The United States in an Age of Crisis, 1914-46.**

This course surveys the formative decades that spanned World War I and World War II. Lectures cover major events of the period with the goal of understanding these episodes in the context of broader, long-term developments. These include the rise of the labor movement; the organizational revolution; deep social cleavages based on race, ethnicity, and class; persisting tensions over immigration, urbanization, industrialization, and regional reconfiguration; cultural conflicts over gender roles, religion, and an emerging consumer culture; and the growing role of the government as a centralizing agent in national life. Discussions center on student presentations on the readings and selected primary materials. *J. Sparrow. Autumn.*

**18200. Postwar American Culture, 1945 to 1970.** (=GNDR 18200)

This course, a mixture of lecture and discussion, 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. Winter.*

**18500. Politics of Film in Twentieth-Century American History.**

(=CMST 21200) This course examines selected themes in twentieth-century American political history through both the literature written by historians, and filmic representations by Hollywood and documentary filmmakers. We read one historical interpretation and view one film on themes such as the following: Woodrow Wilson and World War I, the emergence of Pacific

Rim cities such as Los Angeles, Roosevelt's New Deal, the Japanese-American experience in World War II, McCarthyism and the Korean War, the cold war and the nuclear balance of terror, the radical movements of the 1960s, and multiculturalism in the 1990s. *B. Cumings. Spring.*

**18900. U.S. History, 1865 to the Present.** *Can be taken in sequence with HIST 18700 or individually.* This survey of U.S. history since the end of the Civil War traces the transformation of the U.S. from a largely rural and agricultural society to a largely urban and industrial one, and its further transition into the age of information and globalization. The course considers both the efforts of 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. *W. Novak. Spring.*

**20200/30200. Modern Africa.** Covers South Africa from 1600s, tropical Africa from the late 1800s. The first portion of the course deals with the political, economic, and cultural elements of colonial rule and the decolonization process. The second portion examines the various political and economic regimes of postcolonial Africa. The final section examines selected contemporary crises in Africa from the perspective of history and anthropology. *R. Austen. Winter.*

**20302/30302. Ancient Sparta.** (=ANCM 33600, ANST 20100/23600, CLAS 30100) From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important state of the Peloponnese is largely the projection of outside observers for whom the objectification of Sparta could serve either as a model for emulation or as a paradigm of "otherness." This course examines the extant evidence for Sparta from its origins through to its repackaging in Roman times and serves as a case-study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric Greek history. *J. Hall. Winter.*

**20501/30501. Travel in the Ancient Mediterranean.** (=ANCM 30000, ANST 20000, CLCV 20000) The Ancient Mediterranean was a world of travelers, including rural laborers, artisans, skilled craftsmen, the military, tax collectors and other government officials, mystics and holy men, pilgrims, and tourists. In this course, we focus upon the motivations behind travel in antiquity, the limitations and dangers of that travel, and the infrastructure that made it possible. We also explore the results of travel, preserved in the form of historical digressions, accounts of campaigns, and ethnographic and geographical treatises. Texts in English. *C. Grey. Spring.*

**20801/30801. The Idea of Rome.** (=ANST 24800, ARTH 20601, CLAS 38000, CLCV 28000) This course examines various interpretations of a complex assortment of practices, sensibilities, and political structures that together constituted the Rome world. We explore the multiplicity of ideas of Rome that have been fashioned by insiders and outsiders, ancients and moderns. We consider a variety of evidence: literature and written history, sculpture and painting, and architecture and cinema. Texts in English. *C. Grey, M. Laird. Spring.*

**21000/31000. The Economy of Ancient Rome.** (=ANST 22500, CLCV 22500, ECLT 32900, ECON 22000, NTEC 32900) The course begins with a brief introduction to Roman Imperial history and then considers the following topics: agrarian production; the economic consequences of urbanization; the types of labor, including slaves; the consequences of urbanization; the legal institutions for business and investment; and the economic consequences of the demographic structure. Class format includes lectures and discussions of ancient texts. *R. Saller. Spring.*

**21100/31100. Victorian History.** A survey of British and Irish history from 1832 to 1914, which includes the transition from essentially aristocratic to democratic government, the development of the world economy with Britain at its center, the relative decline of Britain as a world power just before World War I, and the rise of the new imperialism. *E. Larkin. Autumn.*

**21401. Glorious Revolution in Comparative Perception.** England's Revolution of 1688-89 does not usually merit a place among the pantheon of modern revolutions. In England itself it has lost ground against the events of 1640-60. This class asks whether the revolution of 1688-89 should be considered a revolution. Readings include theoretical discussions of revolutions and a range of primary materials, including works of political theory, plays, poems, memoirs, and diaries. *S. Pincus. Autumn.*

**21500/31500. John Locke in Historical Context.** (=ENGL 21500/31500) John Locke's thought is agreed by most observers to be at the heart of liberal political thinking. Yet very few have sought to understand Locke's writings in the political and social contexts in which they were written. This course begins by discussing the value of historical approaches to political thought. The course then examines Locke's notions of government, his political economy, and his religious arguments in dialogue with his contemporaries. The course focuses heavily on primary texts, both those of Locke and of others. This course should be of interest to historians, political scientists, and literary critics. *S. Pincus. Winter.*

**21703/31703. Byzantine Empire, 1025 to 1453.** (=CLCV 29700) The focus of this lecture/discussion course is on changes in the Byzantine Empire between the eleventh and fifteenth centuries. We consider external challenges from the Seljuk and Ottoman Turks, the Crusades, and the rise of Bulgarian and Serbian principalities, and also reexamine economic conditions and military and fiscal institutions. Religious topics (e.g., problems of schism with Rome, Bogomilism, and Hesychasm) receive some attention. Primary and secondary source readings include histories of Michael Psellus and Anna Comnena, as well as Ostrogrosky, *History of the Byzantine State*, and D. Nicol, *Last Centuries of Byzantium*. *W. Kaegi. Autumn.*

**22101/32101. Religion and Society in the Medieval West.** (=RLST 21800) What did it mean to be religious in medieval Europe? This course considers this question from two main perspectives. On the one hand, we study certain fundamental beliefs and practices of medieval Christians, including devotion to Christ and the saints, participation in the liturgy, the study of the Bible, and concern for the afterlife. On the other hand, we examine the way in which these beliefs and practices were articulated and, often, challenged within European society, both institutionally and experientially. Our goal is

to come to an appreciation of the way in which beliefs, practices, institutions, and experience interrelate in shaping both the self-perceptions of the members of a society and the structures of society itself. *R. Fulton. Autumn.*

**22201/32201. The City in Early Modern Europe.** *Reading knowledge of European languages useful but not required.* The focus of this lecture/discussion course is the comparative analysis of the social, economic, and cultural history of the early modern European city. Focusing on the importance of urban culture and on the relationship between urban and rural worlds, this course analyzes different typologies of cities and the varieties of roles they played within larger territorial units throughout Europe. Particular attention is dedicated to the study of the city's inhabitants, the relationship between different social groups, the role and spaces of minorities, and issues of social control and of rituals in urban life. *M. Fusaro. Spring.*

**23000/33000. Intellectual Property and Piracy from Guttenberg to Gates.** (=HIPS 26700) Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains what the principles of modern intellectual property are by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music (as well as from modern science and information technology), students discover how piracy and property have clashed since the Renaissance and still do so today. We then address the central problem of intellectual property and one of the most basic questions facing today's universities: what is the proper relation between creativity and commerce? *A. Johns. Winter.*

**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. Winter.*

**23200. Twentieth-Century European History.** This course introduces the history and historiography of Europe between World War I and World War II and the nature of postwar stabilization and recovery. We conclude with an evaluation of the remarking of eastern and western Europe in the 1980s and 1990s. Each week, an overview lecture develops a general theme and a more open-ended workshop explores a related case study. *T. Kuhne. Spring.*

**23202/33202. Nineteenth-Century France: Politics and Society.** This lecture/discussion course examines France between the fall of Napoleon and World War I. We focus on the problems of social change under the impact of industrialization and political instability, paying particular attention to the weakness of the two. We discuss the Revolutions of 1830 and 1848, the resurgence of Bonapartism, the Paris commune, and the weakness of the early Third Republic. Readings include a number of the realist novels of the period, which so brilliantly convey its social and political texture. *J. Goldstein. Winter.*

**23400/33400. Modern European Jewish History.** (=JWSC 26300) *Knowledge of a second language not required.* This course provides an introduction to modern European Jewish history from the eighteenth century to the present. Topics include Hassidism, the Jewish Enlightenment, emancipation, transformations in religious practice, social and geographic mobility, assimilation and acculturation, Jewish cultural productions, anti-Semitism, Zionism, the Shoah, and postwar Jewish life. Texts are largely primary sources, including political treatises, memoirs, fiction, poetry, and film. This course is part of the "Languages across the Curriculum" program. *Students with even a beginning knowledge of French, German, Russian, or Yiddish will be encouraged to read short texts in those languages.* L. Auslander. Winter.

**23501/33501. European Warfare to 1815.** A survey of warfare from the Middle Ages to the end of the Napoleonic Wars, including operational and tactical topics as well as strategy and logistics. Our emphasis is on continental Europe. W. Kaegi. Spring.

**23601/33601. History and the Russian Novel.** (=SOSC 29000) Monday lectures present the historical, intellectual, and literary setting of each work. On Fridays, the class discusses the novel of the week in the context of the Monday lectures. Depending upon availability, ten novels are chosen from: Radishchev, *Journey*, Gogol, *Dead Souls*, Turgenev, *Fathers & Sons*, Dostoevskii, *Crime and Punishment*, Tolstoi, *Anna Karenina*, Belyi, *Petersburg*, Gladkov, *Cement*, Fadeev, *The Rout*, Sholokhov, *Virgin Soil Upturned*, Erenburg, *The Thaw*, Solzhenitsyn, *The First Circle*, and Rybakov, *Children of the Arbat*. R. Hellie. Autumn.

**23700/33700. Reform to Revolution: U.S.S.R./Russia, 1982 to 2004.** (=PLSC 26700/36700) This course, based on a weekly lecture and discussion of common readings, looks at the ways in which the Soviet state is constructed and maintained, and how its leaders attempted to reform the system. The lectures cover the period 1945 to 1991 with emphasis on the Gorbachev years (1985 to 1991) and the variety of theories on the fall of Soviet "socialism." R. Suny. Spring.

**24001/34001. Love and Eros in Japanese History.** (=EALC 24000/34000, GNDR 24000, JAPN 24000/34000) *Familiarity with Japanese history and language helpful but not required.* An examination of cultural forms of affection and the erotic throughout history on the Japanese archipelago. Materials from ancient mythistorical, aristocratic literary, Buddhistic devout, Confucian chaste, and erotically commercialized imaginations (along with others) are examined. *Several film screenings required.* J. Ketelaar. Winter.

**24500/34500. Reading Qing Documents.** (=CHIN 24500, EALC 24500) Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, and essays. *G. Alitto. Spring.*

**24501/34501. History and Literature in Modern China.** (=CHIN 28105/38105, EALC 28105) This course examines basic questions underlying both historical and literary representations: their modes, their sources, the traffic between them, and their circulation in other cultural and political practices. Readings include theoretical works, historical accounts, and literary texts. *P. Duara, X. Tang. Winter.*

**24800. Politics and Culture in Early Modern Japan.** (=EALC 27705, JAPN 27705) This course examines politics, culture, and society in Japan in the period from 1600 to the mid-nineteenth century. Topics include Confucian discourses on society and culture; the politics of popular culture; issues of class, gender, and status; Buddhism in early modern society; and the rise of Nativism and “Dutch Learning.” *S. Burns. Spring.*

**25203/35203. Economic and Social History of Europe, 1700 to 1880.** *May be taken in sequence with HIST 25204/35204 or individually.* An exploration of the causes and effects (e.g., economic, social) of the “industrious” and industrial revolutions. This course reviews an array of unresolved debates in relevant literatures, among them those over proto-industrialization, the enclosure movements, the sources of technological innovation, path dependence and diffusion patterns within and across economies, the standard of living, the making of the middle and working classes, the “discovery of the child,” and the voluntary initiatives and public policies addressing such social problems as poverty, disease, illegitimacy, illiteracy, crime, and the urban housing crisis. *J. Craig. Winter.*

**25204/35204. Economic and Social History of Europe, 1880 to the Present.** *May be taken in sequence with HIST 25203/35203 or individually.* This course focuses on economic and social problems and debates identified with mature industrialization and the transition to a postindustrial and increasingly integrated Europe. Themes receiving particular attention include the crisis of the old rural order, international factor mobility (including migration), urbanization and “municipal socialism,” the rise of the professions and the new middle class, the demographic and schooling transitions, the economic and social impact of business cycles, the world wars, mass movements, the evolution and so-called crisis of the welfare state, and the social policies of the European Union. *J. Craig. Spring.*

**25302/35302. History and Philosophy of Psychology.** (=CHSS 36901, HIPS 26901, PHIL 32810) *PQ: Third- or fourth- year standing and consent of instructor.* This lecture/discussion course traces the development of psychology from the early modern period through the establishment of behaviorism. In the early period, we read Descartes and Berkeley. Then we will jump to the nineteenth century, especially examining the perceptual psychology of Wundt and Helmholtz. Next we turn to the origins of

experimental psychology in the laboratory of Wundt and follow some threads of the development of cognitive psychology in the work of William James. The course concludes with the behavioristic revolution inaugurated by Chicago's own John Watson and expanded by B. F. Skinner. *R. Richards. Winter.*

**25401/35401. German Romanticism.** (=CHSS 42400, GRMN 47000, HIPS 26801, PHIL 30700) *PQ: Third- or fourth-year standing and consent of instructor.* This lecture/discussion seminar investigates the formation of the idea of the Romantic in literature, philosophy, and science during the age of Goethe. We discuss the works of Kant, Fichte, Schelling, Schlegel brothers, Novalis, Schleiermacher, Schiller, Goethe, and von Humboldt brothers. *R. Richards. Autumn.*

**25601. Ottoman Historical Survey, 1300 to 1750.** (=NEHC 20850) The course surveys the origins of the Muslim Ottoman principality in the fourteenth century as a frontier conquest state at odds with both Muslim and Christian rivals, its transformation into a world empire after the conquest of Constantinople in 1453, expansion and the formation of a distinctive imperial culture in the sixteenth century, and consolidation and fragmentation in the seventeenth and eighteenth centuries. Particular themes include institutional and social innovation, polyethnicity and its impact on the development of a distinctively Ottoman Islam, and the role played by the Empire in the formation of early modernity. *C. Fleischer. Spring.*

**25700-25800-25900/35700-35800-35900. History of the Islamic Middle East: 600 to the Present.** (=NEHC 20621-20622-20623/30621-30622-30623) *May be taken in sequence or individually. This sequence does not meet the general education requirement in civilization studies.* This sequence surveys the main trends in the political history of the Middle East (Near East), including North Africa, with some attention to economic, social, and intellectual history.

**25700/35700. History of the Islamic Middle East I: The Rise of Islam and the Caliphate.** (=NEHC 20621/30621) This course covers the period ca. 600 to 1100 C.E., including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. *F. Donner. Autumn.*

**25800/35800. History of the Islamic Middle East II: 1200 to 1700.** (=NEHC 20622/30622) This course surveys the main trends in the political history of the Middle (Near) East (e.g., North Africa, Central Asia, North India) with some attention to currents in economic, social, and cultural history. We cover the "middle periods," ca. 1000 to 1750 C.E., including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls. *J. Woods. Winter.*

**25900/35900. History of the Islamic Middle East III: The Modern Middle East.** (=NEHC 20623/30623) The course covers the period ca. 1750 to the present, including Western military, economic, and ideological encroachment, the impact of such ideas as nationalism and



liberalism, efforts at reform in the Islamic states, the emergence of the “modern” Middle East after World War I, the struggle for liberation from Western colonial and imperial control, the Middle Eastern states in the cold war era, and local and regional conflicts (e.g., Israel-Palestine, the “Arab Cold War,” and Iraq-Iran). *H. Shissler. Spring.*

**25701/35701. North Africa: Late Antiquity to Islam.** (=CLCV 20200) This course studies the transformation of Late Antique North Africa into a component of the Islamic state and civilization (fifth to eighth centuries C.E.). *W. Kaegi. Autumn.*

**25901/35901. Radical Piety in the Islamic World, 1200 to 1600.** (=NEHC 20840/30840) *Some acquaintance with primary languages (Arabic, French, German, Greek, Latin, Persian, Spanish, or Turkish) recommended.* This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. Texts in English. *C. Fleisher. Winter.*

**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, seeking deeper explanations for the resentment and mistrust with which many Middle Easterners have come to regard American policy. *S. Yaqub. Spring.*

**26601/36601. Postcolonial Theory.** (=SALC 20701) This introductory course discusses “colonial discourse analysis” and postcolonial theory and critiques thereof. We also investigate the impact of postcolonial criticism on different disciplines in the humanities and the social sciences. *D. Chakrabarty. Autumn.*

**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. All films with English subtitles. *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' relationship 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. Introduction to Modern South Asian History.** (=SALC 26701/36701) This course concentrates on historiographical debates in modern South Asian history: Cambridge school, nationalist history, feminist history, history of sexuality, Subaltern studies, and other approaches. *D. Chakrabarty. Winter.*

**27001/37001. Law and Society in Early America.** (=LLSO 26000) This upper-level undergraduate colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It emphasizes the interaction of social development and legal development, and will explore the breadth of every day experience with legal institutions like the jury, with courts as institutions for resolving disputes. *E. Cook. Spring.*

**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.

**27200/37200. African-American History to 1877.** (=LLSO 26901) This is a lecture course examining selected topics in the African-American experience from the slave trade to slavery emancipation. Each lecture focuses on a specific problem of interpretation in African-American history, all framed by an overall theme: the "making" of an African-American people out of diverse ethnic groups brought together under conditions of extreme oppression, and its corollary, the structural constraints and openings for resistance to that oppression. Readings emphasize primary sources (especially autobiographical materials), supplemented by readings in important secondary sources. *T. Holt. Autumn.*

**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.*

**27400/37400. Race and Racism in American History.** This is a lecture course examining selected topics in the development of racism, drawing on both cross-national (i.e., U.S., Latin America, the Caribbean) and multi-ethnic (i.e., African Americans, Asian Americans, Mexican Americans, Native Americans) perspective. Beginning with the premise that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences, we probe a number of assumptions and theories about race and racism in academic and popular thought. *T. Holt. Winter.*

**27403/37403. African-American Lives and Times.** This colloquium examines selected topics and issues in African-American history in the 1890s and the first decade of the twentieth century, a dynamic period when American national and sectional identities, social and labor relations, and race and gender relations were redefined. By juxtaposing diverse primary materials with interpretations of those issues by historians, we hope to develop new perspectives on the African-American and national experience during this period. A further goal of the course is that students attain in-depth knowledge of a historical era as well as skills in interpreting primary sources. *T. Holt. Winter.*

**27502/37502. The United States and World Disorder, 1914 to 1945.** This course examines U.S. foreign relations during and between the two world wars, with a special focus on American reactions to breakdowns of international order in Europe, Asia, and the Middle East. We also examine how the experiences of more “ordinary” Americans were affected by international events between 1914 and 1945, and especially during the two world wars, that shaped American culture, politics, economics, and demographics. It will further consider how domestic interest groups (e.g., pacifists, feminists, missionaries, business leaders, radicals, ethnic and racial activists, students) tried to influence U.S. foreign policy. *S. Yaqub. Autumn.*

**27900. Asian Wars of the Twentieth Century.** (=EALC 25005/35005) This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of this century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines, and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences. *B. Cumings. Spring.*

**27901/37901. Asian-American History.** (=EALC 27905) This course is an introduction to the history of Asians in America from the early nineteenth century to the present. We use U.S. economic and military projections to the American West, the Pacific, and Asia as a thematic for understanding transnational patterns of migration, community formation, family and gender relations, politics, and culture. Students use historical narrative, government documents, autobiography, fiction, and film as different modes of reading the past. *M. Ngai. Winter.*

**28300/38300-28400/38400. American Legal History I, II.** (=LLSO 25700-25800) This two-quarter lecture/discussion course explores the role of law in history and of history in law, through a survey of American legal developments from the colonial era to the present. It treats the law not as an autonomous process or as a science, but as a social phenomenon inextricably intertwined with other historical forces. Attention is paid to developments in private law, public law, jurisprudence, the judiciary, and the interrelationships of law, society, economy, and polity. *W. Novak. Winter, Spring.*

**28900/38900. Roots of the Modern American City.** (=GEOG 26100/36100) This course traces the economic, social, and physical development of the city in North America from early industrialization to the present. Our emphasis is on evolving urban systems and the changing spatial

organization of people and land use. Superior term papers from this course may be selected for special publication. *All-day Illinois field trip required. M. Conzen. Autumn.*

**29301/39301. Human Rights I: Philosophical Foundations of Human Rights.** (=HMRT 20100/30100, INRE 31600, ISHU 28700/38700, LAWS 41200, LLSO 25100, MAPH 40000, PHIL 21700/31600) This course deals with the philosophical foundations of human rights. The foundations bear on basic conceptual and normative issues. We examine the various meanings and components of human rights and the subjects, objects, and respondents of human rights. We ask questions such as: Who has the rights? What are they rights to? Who has the correlative duties? Can we legitimately hold the members of other societies to the standards of our culture? What methods of argument and implementation are available in this area? The practical implications of these theoretical issues are also explored. *M. Green. Autumn.*

**29302/39302. Human Rights II: History and Theory of Human Rights.** (=HMRT 20200/30200, INRE 39400, ISHU 28800/38800, LAWS 41300, LLSO 27100) This lecture course is concerned with the history and theory of the modern human rights regime. It sets out to answer some simple question: Why should anyone want or need human rights? Why did certain nations in the eighteenth century and the community of states in the twentieth century find it necessary to institute regimes of human rights? Along the way, we explore the similarities and differences between natural law, human rights, civil rights, and humanitarian law. In contrast to triumphalist accounts that speak of an “age of rights,” we are concerned with the tenuous nature of human and, for that matter, civil rights regimes. We wonder what happens in times and in situations when there are no human rights to speak of or when rights are gerrymandered to fit prevailing political and cultural conditions. *M. Geyer. Winter.*

**29303/39303. Human Rights III: Contemporary Issues in Human Rights.** (=HMRT 20300/30300, INRE 57900, ISHU 28900/38900, LAWS 57900, 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. *S. Gzesh. Spring.*

**29402. Moments in Atheism.** (=BPRO 24600, CLCV 22400) *PQ: Third- or fourth-year standing.* Atheism is as old as religion. As religion and its place in society have evolved throughout history, so has the standing and philosophical justification for non-belief. This course examines the intellectual and cultural history of atheism in Western thought from antiquity to the present. We are concerned with the evolution of arguments for a non-religious worldview, as well as with the attitude of society toward atheism and atheists. *S. Bartsch, S. Carroll. Winter.*

**29501/39501. Consumption East and West.** This course analyzes the meanings of “things” under capitalism and socialism. We start with a

discussion of some key theoretical texts on objects and exchange. We then engage in questions of the shaping of desire (e.g., popular culture, advertisements), selling and acquiring goods (e.g., “conventional shopping,” rationing, the black market, gifts), and the use of objects once acquired. This course analyzes capitalist society through the case studies of France and Italy and socialist society through the U.S.S.R. and its satellites. *S. Fitzpatrick, L. Auslander. Autumn.*

**29603. History Colloquium: Hyde Park and Chicago’s South Side as Historical Laboratory.** (=GEOG 27600) This colloquium uses Hyde Park and Chicago’s South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions focus on both primary and secondary source readings, and each participant designs and carries out an original research project. *K. Conzen. Autumn.*

**29604. 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.*

**29606. History Colloquium: Empire Old and New.** This undergraduate colloquium explores European and American thought on empire in the early modern, the modern, and the contemporary world. It pays particular attention to the issue of conquest, both its justification and the resistance against it. *M. Geyer. Autumn.*

**29607. History Colloquium: Early Modern/Modern Japan.** (=EALC 29605, JAPN 29605) A colloquium for students in History and East Asian Languages and Civilizations seeking to shape a senior project. The focus is primarily on Japan and its Tokugawa and modern connections. *T. Najita. 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. M. Geyer. 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. M. Geyer. Winter.*

