

History

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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 major 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 interested in studying abroad must see the undergraduate program coordinator during their second year.

Students 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 history major. However, students are strongly encouraged to fulfill the civilization and language requirements with courses most relevant to their main 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. Students 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of History and any other courses that are clearly related to the student’s area of interest and have significant historical content or focus.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, consult the preceptor and undergraduate program coordinator.

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.

Students typically are expected to take at least four history courses, including three in their main field, by the end of their third year. Exceptions for good cause must be approved by the student’s preceptor.

Students interested in pursuing graduate study in history are strongly encouraged to take a History Colloquium (HIST 29600) during their second or third year of study. The colloquia are offered on a variety of topics each year and enable advanced college students to pursue research projects. These courses not only prepare students for writing the B.A. essay, but also provide students who are planning to begin graduate study the year following graduation with the opportunity to produce a primary source-based writing sample that they can use for their applications.

Courses in the Main Field. The Department of History offers a number of standard main fields of study 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 important 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, students 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 Spring Quarter to explain and facilitate this process. By the ninth Monday of 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. Essays are the culmination of the history program and tend to range between thirty and forty pages in length, but there is neither a minimum nor a maximum requirement. 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 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 their final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

In very special circumstances (with approval from program chairs in two departments), history students may be able to write a B.A. essay that meets requirements for a dual major. Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Students 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 Off-Campus Study Programs section 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. As a general rule, only one reading and research course can be counted towards the history major.

Summary of Requirements

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. Candidates must have an overall GPA of 3.0 or higher, and a GPA of 3.5 or higher in the major. B.A. essays judged to be of particular distinction are submitted by the readers to the department. If the department concurs, the student is awarded honors. Students who fail to meet the final deadline for submission of the B.A. essay are not eligible for honors consideration.

Grading. Subject to College and division regulations and with the consent of the instructor, all history majors may register for quality grades or *P/F* grades in any course. (NOTE: The one exception is that students 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: Because some graduate and professional schools do not accept a transcript with more than 10 percent *Pass* grades, students who plan to continue their education should take no more than four courses for *P/F*.

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 (Emerita), J. Hall, N. Harris, R. Hellie, T. Holt, R. Inden (Emeritus), A. Johns, W. Kaegi, B. Karl (Emeritus), F. Katz (Emeritus), J. Ketelaar, J. Kirshner (Emeritus), E. Kouri, E. Larkin, T. Najita (Emeritus), M. Ngai, W. Novak, P. Novick (Emeritus), M. Postone, R. Richards, R. Saller, J. Saville, W. Sewell, J. Sparrow, A. Stanley, R. Suny (Emeritus), N. Swerdlow, B. Wasserstein, A. Winter, J. Woods

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. (=AFAM 20701-20702, ANTH 20701-20702, HUDV 21401 [20702], SOSC 22500-22600) *General education social science sequence recommended. This sequence meets the general education requirement in civilization studies.* For course description, see Anthropology. *D. Levine, Autumn; J. Cole, Winter.*

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

12700. Music in Western Civilization: To 1750. *Students must confirm enrollment by attending one of the first two sessions of class.* *A. Robertson, Winter.*

12800. Music in Western Civilization: 1750 to the Present. *Students must confirm enrollment by attending one of the first two sessions of class.* *Spring.*

13001-13002 (13003). History of European Civilization I, II (III). *Students who plan to complete a three-quarter sequence will register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. This sequence meets the general education requirement in civilization studies.* European Civilization is a two-quarter sequence 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 civilizations, and may be supplemented by a third quarter (HIST 13003) chosen from several topics designed to expand a student's understanding of European civilization in a particular direction. We place emphasis throughout on the recurring tension between universal aspirations and localizing boundaries, as well as on the fundamental rhythms of tradition

and change. Our 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 a 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 the Summer sequence. *K. Weintraub. Summer, Autumn, Winter, Spring.*

13500-13600-13700. America in World 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 the 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) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* For course description, see Social Sciences. *This course is offered in alternate years. R. Hellie. Autumn, Winter.*

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.* For course description, see East Asian Languages and Civilizations (Interregional). *Autumn, Winter, Spring.*

15800. Nomads and Fellahin in the Ancient Near East. (=ANST 22650, NEHC 20160/30160) For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization). *S. Richardson. Autumn, 2007.*

16101-16102-16103/36101-36102-36103. Introduction to Latin American Civilization I, II, III. (=ANTH 23101-23102-23103, LACS 16100-16200-16300/34600-34700-34800, SOSC 26100-26200-26300). *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* For course description, see Latin American Studies. *This course is offered in alternate years. E. Kouri, Autumn; Staff, Winter, Spring.*

16700-16800-16900. Ancient Mediterranean World 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 surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 B.C.), Autumn Quarter; the Roman Republic (527 to 559 B.C.), Winter Quarter; and 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., Spring Quarter.

16700. Ancient Mediterranean World I. (=ANST 20700, CLCV 20700) 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. *Autumn*.

16800. Ancient Mediterranean World II. (=ANST 20800, CLCV 20800)

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. *Winter*.

16900. Ancient Mediterranean World III. (=ANST 20900, CLCV 20900)

This quarter surveys 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. *Spring*.

17202. Globalization. (=LLSO 25901) This course inquires into the nature of “global civilization.” We explore whether or not there is something like a global society and what kind of precedents there are in order to make sense of this kind of society. We look at processes of cultural, economic, and political globalization, especially in the last quarter of the twentieth century, and see whether and how they differ from earlier religious, commercial, and imperial expansions. We explore the deep fault-lines and culture-clashes that run through this world and the dire predictions that, with everything getting better all the time, the world is bound to crash in ecological disaster. *M. Geyer. Spring*.

17300-17400-17501 or 17502. Science, Culture, and Society in Western Civilization I, II, III. (=HIPS 17300-17400-17501 [or 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.* For course description, see History, Philosophy, and Social Studies of Science and Medicine. *R. Richards, Autumn; N. Swerdlow, Winter; D. Lauderdale, A. Winter, Spring (17501); A. Johns, Spring (17502).*

17700. Social History of American Subcultures. (=GNDR 17700, LLSO 21910) 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 U.S., primarily in the last century. Topics include the emergence of heterosexuality, homosexuality, and bisexuality as predominant categories of sexual experience and 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; and the significance of gender, class, racial/ethnic, and generational differences. *G. Chauncey. Autumn*.

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, a period of dramatic social change, political debate, and economic and spatial reorganization. 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.*

18301-18302-18303. Colonizations I, II, III. (=CRPC 24001-24002-24003) *Must be taken in sequence. Two quarters (HIST 18301-18302) meet the general education requirement in civilization studies; the third quarter (HIST 18303) is offered as an elective.* For course description, see Comparative Race Studies. *S. Palmié, Autumn; J. Saville, S. Dawdy, N. Field, Winter; S. Burns, L. Auslander, M. Harris-Lacewell, D. Chakrabarty, Spring.*

18400. Religion and American Social Reform. (=RLST 21300) For course description, see Religious Studies. *W. C. Gilpin. Spring, 2007.*

18501. Sexuality and Censorship in Pre-Stonewall Film. (=CMST 20901, ENGL 28601, GNDR 22701) For course description, see Cinema and Media Studies. *R. Gregg. Offered 2007-08; not offered 2006-07.*

18700. Early America to 1865. (=LLSO 23600) 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.*

19001. Issues in World Environmental History. (=ENST 23800, HIPS 25501) For course description, see Environmental Studies. *A. Gugliotta. Offered 2007-08; not offered 2006-07.*

19801. The Autobiography of Teresa Avila. (=FNDL 23112, GNDR 20701, RLST 20701) For course description, see Religious Studies. *L. Pick. Spring, 2007.*

19900. Medieval Europe and Its Encounter with Islam. (=RLST 20800) For course description, see Religious Studies. *L. Pick. Autumn, 2007.*

19901. Christianity and Slavery in America, 1619 to 1865. (=RLST 21001) For course description, see Religious Studies. *C. Brekus. Autumn, 2006.*

20001/30001. Atlantic Slave Trade. (=AFAM 20100) This course deals with the slave trade as (1) an economic project of early-modern European overseas expansion; (2) a process of ethnic and linguistic identity formation for communities along the entire route from the African interior to early settlement in New World plantations; (3) a focus for African and African-American oral traditions and memory projects. The syllabus includes readings in economic and

social history, anthropology, literature (text and film), and ideological debates. *R. Austen. Autumn.*

20303/30303. Archaic Greece. (=ANCM 37506, ANST 20200, CLAS 37506, CLCV 27506) In order to understand the institutions, ideals, and practices that characterized Greek city-states in the Classical period, it is necessary to look to their genesis and evolution during the preceding Archaic period (ca. 700 to 480 B.C.). This course examines the emergence and early development of the Greek city-states through a consideration of ancient written sources, inscriptions, material artifacts, and artistic representations as well as more recent secondary treatments of the period. Topics include periodization, the rise of the polis, religion, warfare, the advent and uses of literacy, tyranny, and the emergence of civic ideology. *J. Hall. Winter.*

20802. Alexander the Great. (=ANST 24506, CLCV 24506) The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course provides an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. Texts in English. *C. Hawkins. Winter, 2007.*

21703/31703. Byzantine Empire, 1025 to 1453. (=ANCM 36700) This course covers internal and external problems and developments in the Byzantine Empire from 1025 to 1453 (e.g., internal tensions on the eve of the arrival of the Seljuks). Other topics include eleventh-century economic growth, the Crusades, achievements and deficiencies of Komnenian Byzantium, the Fourth Crusade and Byzantine successor states, and the Palaeologan political and cultural revival. We also discuss religious topics such as Bogomilism, Hesychasm, and relations with the Papacy. Readings include M. Angold, *The Byzantine Empire, 1025-1204*; D. M. Nicol, *Last Centuries of Byzantium*; and the histories of Michael Psellos and Anna Comnena. *W. Kaegi. Autumn.*

22002/32002. Byzantine Military History. This course is an interpretation of major issues of institutional, operational, and strategic history between the fourth and fourteenth centuries. Readings include selections from Byzantine military manuals and historians, as well as recent historical assessments. Topics include the theme system and numbers. *W. Kaegi. Spring.*

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. *R. Fulton. Autumn, 2006.*

22501. Medicine and Society: Things, Bodies, and Persons. (=BIOS 29310, BPRO 22500, HIPS 22501, PHIL 22501) *PQ: Third- or fourth-year standing.* For course description, see Big Problems. *D. Brudney, J. Lantos, A. Winter. Winter, 2008.*

22502/32502. Early Modern International Trade: First Globalization. (=LLSO 22003) This lecture/discussion course introduces the events, issues, and debates that surround the economic expansion of Europe during the early modern period and some of its economic, social, and political consequences. We analyze different aspects of global trade, including the correlation between land and sea commercial routes; the functioning of the premodern financial world; and the role of mercantile networks, especially of mediating ethnic minorities (e.g., Jews and Armenians). *M. Fusaro. Autumn, 2006.*

22802/32802. Machiavelli and Renaissance Italy. This course concentrates on the major works of Machiavelli (i.e., *The Prince, The Discourses, History of Florence*); on his critique of the political and intellectual environment of his time; and on the relation of Machiavelli's thought to other contemporary modes of investigating and conceiving the problems of power and the social order. *H. Gray. Winter.*

23000/33000. Intellectual Property and Piracy from Gutenberg to Gates. (=HIPS 26700) Intellectual property presents some of the most pressing problems in modern science, industry, and law. 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 clashed during the Renaissance and still do so today. They are then well placed to 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. Autumn.*

23100/33100. The Renaissance East and West. (=NEHC 20539/30539) *PQ: Advanced standing.* This course examines the Renaissance (ca. 1400 to 1600) as a global rather than purely Western European phenomenon. We emphasize comparison and interaction between Christendom and Islamdom. *C. Fleischer. Winter.*

23301/33301. Europe, 1660 to 1830. *May be taken in sequence or individually.* This is primarily a lecture course that is the first installment of a three-quarter sequence. It offers a general introduction to the processes and events that constituted the passage to modernity in Europe: monarchical absolutism as a means to state-building on the Continent and its parliamentary alternative in Britain; the intellectual and cultural transformations effected by the Enlightenment, including the creation of a liberal public sphere; the French Revolution and its pan-European implications; the rise of the laissez-faire market and the Industrial Revolution; and the emergence of feminism and socialism. Readings include both primary and secondary sources. *Spring.*

23302/33302. Europe, 1830 to 1930. *May be taken in sequence or individually.* The second in a three-quarter sequence, this course surveys the history of Europe from the era of its greatest hegemony in the world to the eve of the depression of the 1930s. Themes include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and *laissez faire*; the spread of socialism in its various guises; international rivalries and alliances; imperialism; and World War I. *J. Craig. Autumn.*

23303/33303. Europe, 1930 to the Present. *May be taken in sequence or individually.* This lecture course introduces European history in the twentieth century. Topics include the causes, experiences, and effects of World War I and II, the wars of decolonization, the cold war and conflict in the former Yugoslavia; transformations in society and economy; political contestation; and issues of national sovereignty raised by Europeanism, Bolshevism, and Americanism, as well as the changing relations between European metropolises and peripheries. A reflection on the state of Europe today concludes the course. *M. Geyer. Winter.*

23504. Colloquium: Europe between the World Wars. (=INST 26350) For course description, see International Studies. *R. Burgien. Autumn.*

23505. Knights and Samurai. As masters of swordplay and lords of battle, the knights of medieval Europe and the samurai of medieval and early modern Japan loomed large over both the actual and imaginative landscapes of their day. But was their presence a blessing or a curse, a guarantee of justice and protection or a constant threat of disorder and exploitation by force of arms? As this course hopes to show, this debate is further complicated by the fact that much of what we know—or think we know—about both knights and samurai is a product of nineteenth- and twentieth-century imaginings about the importance and behavior of these highly skilled yet violent men. *S. Burns, R. Fulton. Spring.*

23600/33600. The Russian Law Code (Ulozhenie) of 1649. (=FNDL 25400, LLSO 25400, SOSO 26400) This discussion course involves a close reading of the text and deliberation about its sources. A comparative law essay is required of every student. *R. Hellie. Winter.*

23601/33601. History and the Russian Novel. (=RUSS 25900/35900, SOSO 29000) Each week, a lecture that presents the historical, intellectual, and literary setting of each novel is followed by a discussion class on the novel of the week in the context of the earlier lecture. Depending upon availability, ten novels are chosen from the following: Radishchev, *Journey*; Gogol, *Dead Souls*; Turgenev, *Fathers and 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.*

23702/33702. Soviet History Survey. This survey of Soviet history (1917 to 1991) focuses primarily on Russia but also deals with the non-Russian republics of the U.S.S.R. We cover Lenin and the Bolshevik revolution; the cultural and social experimentation of the 1920s; Stalinism, especially collectivization and the Great Purges; World War II; the cold war; Khrushchev's reforms; the Brezhnev "period of stagnation"; and Gorbachev's *perestroika*. *S. Fitzpatrick. Spring, 2007.*

24202/34202. Civilization and Popular Culture in China. (=CHIN 28500, EALC 28500) This course studies the relations of popular, especially peasant, culture to elite and state culture. We discuss issues of cultural unity, hegemony, and representations of the social order, as well as groups (e.g., state, gentry, women, peasants) during the late imperial and republican period. *P. Duara. Autumn.*

24301/34301. Berlin and Hong Kong in the Cold War. Hong Kong and Berlin were front-line cities that bore the tensions of cold war. They served as conduits between worlds and also as model and magnet cities. We use them as a prism to grasp the effects of this war in East Asia and Europe. They also permit us to explore the grand movements and ideologies of the century and how they played out in real life. The cultural scenes of Hong Kong and Berlin suggest that, quite apart from their polished and stylized images, these two cities generated a variety of new social and cultural arrangements that early on pointed beyond the landscape of the cold war toward a globalizing world. *P. Duara, M. Geyer. Spring.*

24500/34500. Reading Qing Documents. (=CHIN 24500/34500) 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. Winter.*

24600. Images of Time: Japanese History through Films and Other Texts. (=BPRO 24600, CMST 24904, EALC 24601) *PQ: Third- or fourth-year standing required; knowledge of Japanese not required.* For course description, see Big Problems. All materials in English. *J. Ketelaar, M. Raine. Spring, 2007.*

24602/34602. Objects of Japanese History. (=ARTH 29704/39704, EALC 24806/34806) For course description, see Art History. *J. Ketelaar, H. Thomsen. Spring, 2007.*

25000/35000. Philosophy of History: Historical Explanation. (=CHSS 37200, HIPS 27200, PHIL 20600/30600) This lecture/discussion course traces different theories of explanation in history from the nineteenth century to the present. We examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. Considerations encompass topics such as the nature of the past such that one can 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.*

25102. Autonomy and Medical Paternalism. (=BPRO 22600, HIPS 21901, PHIL 22501) For course description, see Big Problems. *This course is offered in odd years. D. Brudney, J. Lantos, A. Winter. Winter, 2007.*

25203/35203. Economic and Social History of Europe, 1700 to 1880. This colloquium explores a series of topics around the experience of living in local and family settings, from settlement to the early nineteenth century. We try to understand both the social and economic processes that shaped modes and standards of life and the values that informed peoples' lives. This course involves discussion with some lectures. *J. Craig. Winter.*

25204/35204. Economic and Social History of Europe, 1880 to the Present. *May be taken in sequence 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 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 and mass movements, the evolution and so-called crisis of the welfare state, and the social policies of the European Union. *J. Craig. Spring.*

25300/35300. The American Revolution, 1763 to 1789. (=LLSO 20601) 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 (1776-89) for evidence on the ways in which the Revolution was truly revolutionary. *E. Cook. Autumn.*

25302/35302. History and Philosophy of Psychology. (=CHSS 36901, HIPS 26901, PHIL 22810/32810) 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, both of whom contributed to ideas about the psychology of perception. Then we 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 the development of cognitive psychology in the work of William James. We conclude with the behavioristic revolution inaugurated by Chicago's own John Watson and expanded by B. F. Skinner. *R. Richards. Winter.*

25502. My Favorite Readings in the History and Philosophy of Science. (=HIPS 29800) For course description, see History, Philosophy, and Social Studies of Science and Medicine. *R. Richards. Winter.*

25600/35600. Contemporary Central Asia. (=NEHC 20762/30762, SLAV 20400/30400) For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization). *K. Arik. Winter, 2008.*

25603/35603. Introduction to the History and Cultures of Central Asia. (=NEHC 20761/30761, SLAV 20300/30300) For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization). *K. Arik. Winter, 2007.*

25701/35701. North Africa, Late Antiquity—Islam. (=CLAS 30200, CLCV 20200, NEHC 20634/30634) This course is an examination of topics in continuity and change from the third through ninth centuries C.E., including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. We discuss the waning of paganism and the respective spread and waning of Christianity, as well as the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Topography and issues of the autochthonous populations also receive some analysis. There is no standard textbook; most required reading is on reserve. *Readings in translated primary sources as well as the latest modern scholarship. W. Kaegi. Autumn.*

25704-25804-25904/35704-35804-35904. Islamic History and Society I, II, III. (=NEHC 20501-20502-20503/30501-30502-30503) *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization).

25704/35704. Islamic History and Society I: The Rise of Islam and the Caliphate. (=NEHC 20501/30501) *F. Donner. Autumn.*

25804/35804. Islamic History and Society II: The Middle Period. (=NEHC 20502/30502) *J. Woods. Winter.*

25904/35904. Islamic History and Society III: The Modern Period. (=NEHC 20503/30503) *H. Shissler. Spring.*

25902/35902. History of Israeli-Arab Conflict. (=INRE 36000, NEHC 20996) This lecture course traces the development of the Arab-Israeli conflict from its nineteenth-century origins to the present day. It examines the social and ideological roots of Zionism and Palestinian Arab nationalism, the growth of Arab-Jewish hostility in Palestine during the late Ottoman and British mandate periods, the involvement of the Arab states and the great powers, the five Arab-Israeli wars, the two intifadas, and the movement towards negotiated agreements between Israel and the Arab states and between Israel and the Palestinians. *B. Wasserstein. Autumn.*

25903/35903. Persian Historical Texts. *J. Woods. Spring.*

26100. History of Modern Spain, ca. 1808 to 1980. This lecture/discussion course introduces the political, cultural, and social history of Spain from the Napoleonic wars to the 1970s Spanish transition to democracy, which very significantly marked the beginning of a new democratic wave in the world. As they learn more about Spain, students are challenged to think history (e.g., U.S., Latin American, European, African) with its indispensable ingredient reinstalled in their historical imaginations, namely, Spain. *M. Tenorio. Autumn.*

26203/36203. From Liberalism to Neoliberalism in the Southern Cone: Argentina, Uruguay, and Chile in the Nineteenth and Twentieth Centuries. (=LACS 24301/34302) For course description, see Latin American Studies. *K. Jones. Spring.*

26204. Slavery, Disease, and Race: A View from Brazil. (=LACS 20107/30107) For course description, see Latin American Studies. *S. Chalhoub. Winter.*

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

27000/37000. U.S. Women's History. (=LLSO 28009) This course explores the history of women in the modern United States and its meaning for the world of both sexes. We do not study women in isolation. Rather, we focus 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. Spring.*

27001/37001. Law and Society in Early America. (=LLSO 26000) *PQ: Advanced standing.* This mixed level colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. This course emphasizes the interaction of social development and legal development and explores the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime. *E. Cook. Winter.*

27101/37101. Graphic Design/Commerce, 1870 to 1960. (=ARTH 27104/37104) This course examines traditions of commercial graphic design in America against the background of social, aesthetic, technological, and economic change. In an international context, attention is paid to the growth of advertising and book illustration, the training and career lines of professional designers, outlets for their work, new methods of visual reproduction and technique, exhibition and promotional strategies, and the relationship between graphic arts trends and historical events. *N. Harris. Autumn.*

27102. Lincoln: Slavery, War, and the Constitution. (=FNDL 24711, LLSO 24711) *PQ: Consent of instructor. Class limited to twenty-five students.* For course description, see Law, Letters, and Society. *D. Hutchinson. Winter.*

27200/37200. African-American History to 1877. (=CRPC 27200/37200, LLSO 26901) This lecture course examines 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. Winter.*

27300/37300. African-American History since 1877. (=CRPC 27300/37300, LLSO 28800) This course explores in a comparative framework the historical forces that shaped the work, culture, and political struggles of African-American people in the United States from the end of American Reconstruction to the present. *T. Holt. Spring, 2007.*

27501/37501. Changing America, 1900 to the Present. (=GEOG 22100/32100) For course description, see Geographical Studies. *Two-day weekend field trip in Illinois and Wisconsin required.* *M. Conzen. Winter.*

27801/37801. The New Deal and the 1930s. (=LLSO 22211) This course takes a close look at American responses to the great depression (i.e., economic, social, cultural, political, institutional) with an emphasis on the reconstitution of public authority. We cover the period from the crash and the end of 1920s culture to the onset of World War II and the victory culture, examining radical responses to economic collapse and unrest, agrarian experiences such as the dust bowl and migration, the rise of industrial unionism, changes in gender roles and family life, shifting race relations in a regional context, popular culture and consumption, and, of course, the many faces of the New Deal and the opposition it inspired. *J. Sparrow. Winter, 2007.*

27900/37900. Asian Wars of the Twentieth Century. This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of this course, we pay particular attention to just war doctrines. We 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.*

28000. U.S. Latinos: Origins and Histories. (=CRPC 28000) This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular

emphasis is placed on the formative historical experiences of Mexican-Americans and Puerto Ricans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; work, women, and the family; and the politics of national identity. *E. Kouri. Winter, 2008.*

28800/38800. Historical Geography of the United States. (=GEOG 21900/31900) For course description, see Geographical Studies. *An all-day northern Illinois field trip required. M. Conzen. Autumn.*

28900/38900. Roots of the Modern American City. (=ENST 26100, GEOG 26100/36100) For course description, see Geography. *All-day Illinois field trip required. This course is offered in alternate years. M. Conzen. Autumn, 2006.*

29000/39000. Latin American Religions, New and Old. (=RSLT 21401) This course considers select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. We emphasize twentieth-century developments, including religious rebellions, conversion to evangelical Protestant churches, Afro-diasporan religions, reformist and revolutionary Catholicism, and new and New-Age religions. *D. Borges. Spring, 2007.*

29101. From Antislavery to Empire, 1846 to 1915. (=CRPC 29101, LLSO 26801) This course explores the impact of slavery, emancipation, and Reconstruction on the cultural, political, and social reconstitution of American nationhood. Particular attention is given to the comparative dynamics of transcontinental expansion before the American Civil War and the development of U.S. commercial, political, cultural, and/or military domains of influence in regions of West Africa, the Caribbean, and Pacific. *J. Saville. Spring, 2007.*

29301/39301. Human Rights I: Philosophical Foundations of Human Rights. (=HMRT 20100/30100, INRE 31600, ISHU 28700/38700, LAWS 41200, MAPH 40000, PHIL 21700/31600) For course description, see Human Rights. *M. Green. Autumn.*

29302/39302. Human Rights II: History and Theory of Human Rights. (=HMRT 20200/30200, INRE 39400, ISHU 28800/38800, LLSO 27100) For course description, see Human Rights. *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) For course description, see Human Rights. *S. Gzesh, B. Dohrn. Spring.*

29306. Problems in the Study of Gender. (=ENGL 10200, GNDR 10100, HUMA 22800, SOSC 28200) For course description, see Gender Studies. *S. Michaels, L. Auslander. Spring.*

29502. Law and Social Theory. (=LLSO 25811) This course surveys developments in modern legal and social thought, with special emphasis on the origins and growth of critical and socio-historical approaches to law and the interrelationship of law, liberalism, and modernity. This 2007 course pays particular attention to the theme of the relationship of modernity and the liberal rule of law. *W. Novak. Winter, 2007.*

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 majors with fourth-year standing who are writing B.A. essays. Must be taken for a quality grade.* This seminar provides students with a forum within which research problems are addressed and conceptual frameworks are refined. *The class meets weekly. E. Cook. Autumn.*

29802. B.A. Essay Seminar. *PQ: HIST 29801. HIST 29801 and 29802 form a two-quarter sequence that is required of history majors with fourth-year standing who are writing B.A. essays. Must be taken for a quality grade.* 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. E. Cook. Winter.*