

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of History and any other courses that are clearly related to the student’s area of interest and have significant historical content or focus.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 details, 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 consent of instructor, students who are majoring in history may take most courses for either a quality grade or for *P/F* grading. The one exception is that students who are majoring in history must take HIST 29801 and 29802 for a quality grade. 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* grading.

Faculty

G. Alitto, L. Auslander, R. Austen (Emeritus), D. Borges, J. Boyer, S. Burns, D. Chakrabarty, P. Cheney, K. Conzen, E. Cook, B. Cumings, J. Dailey, P. Duara, C. Fasolt, S. Fitzpatrick, C. Fleischer, R. Fulton, M. Geyer, J. Goldstein, H. Gray (Emerita), R. Gutiérrez, 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 (Emeritus), J. Lyon, T. Najita (Emeritus), D. Nirenberg, W. Novak, P. Novick (Emeritus), M. Postone, R. Richards, J. Saville, W. Sewell, J. Sparrow, A. Stanley, C. Stansell, R. Suny (Emeritus), N. Swerdlow, M. Tenorio, B. Wasserstein, A. Winter, J. Woods, T. Zahra

Courses: History (HIST)

History courses numbered 10000 to 29900 are intended 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 intended primarily 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, SOSC 22500-22600) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This core sequence introduces students to the history and societies of Africa. Part one focuses primarily on Western and precolonial Africa. We use a diverse variety of sources to examine the history of West African kingdoms and the rise and impact of the slave trade. The second part examines the process of colonization in Africa, and African responses. We focus our investigation primarily on the eastern and southern regions of Africa, as well as on Madagascar. *Winter, Spring.*

12200. Religion and Society in Medieval Spain. (=RLST 22701) This course traces relations between Christians, Muslims, and Jews in medieval Spain. We will consider such topics the myths Christians used to explain their defeat by the Muslims, the idea of Reconquest, the military leader, El Cid, the pilgrimage road to Compostela, the missionary activity of the Ramon Llull to both Muslim and Jews, and the role of Isabel of Castile. *L. Pick. Winter.*

12303. Histoire de Paris. *PQ: Enrollment in Paris study abroad program. This course meets French major and minor requirements.* The aim of this course is to trace the various meanings of Paris from ancient times to the present. The course suggests that a notion such as the “history of the city” overlooks the complexity inherent in a historical inquiry into Paris. Rather, Paris, in this course, is understood as a series of complementary and competing relationships (i.e., city, capital, center), and its history must be understood as a dialogue between them. *This class meets in Paris. S. Sawyer. Autumn.*

12700-12800. Music in Western Civilization. (=MUSI 12100-12200, SOSC 21100-21200) *Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. Taking these courses in sequence is recommended but not required. This two-quarter sequence meets the general education requirement in civilization studies. It does not meet the general education requirement in the dramatic, musical, and visual arts.* This two-quarter sequence explores 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. In addition to lectures, the class includes smaller sections in which students discuss important issues in the readings and participate in music listening exercises.

12700. Music in Western Civilization: To 1750. *A. Robertson. Winter.*

12800. Music in Western Civilization: 1750 to the Present. *Spring.*

12902. Europe: 1830 to 1930. 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 the causes, character, and effects of World War I. *J. Craig. Winter.*

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. Emphasis is placed throughout on the recurring tension between universal aspirations and localizing boundaries, and on the fundamental rhythms of tradition and change. Our method consists of close readings 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 BC, 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. *J. Boyer, Summer; K. Weintraub, 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.* 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. *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.* 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. *Autumn, Winter, Spring.*

15800. Nomads and Fellahin in the Ancient Near East. (=NEHC20160/30160) Is a social history, a “history from below,” of the Ancient Near East possible? Most ancient texts document only the lives and concerns of a small sphere of élites, who are then the usual subjects of our histories. This course tries to reset the frame of inquiry around people on the periphery, the other 90 percent of the population. In examining ethnic and social identity, the organization of economic production, and the political order of the state, we develop a clearer picture of the pastoralists, villagers, and tribesmen who maintained (but sometimes radically changed) the apex of the urban social order. *S. Richardson. Autumn.*

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.* This course introduces the history and cultures of Latin America (e.g., Mexico, Central America, South America, 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. *This course is offered every year. Autumn, Winter, Spring.*

16302. Latin American History and Culture through Film. (=ANTH 20530) This course uses Latin American film to offer a survey of Latin American history and culture. Through the screening of ten films from several countries, accompanied by lectures and discussions, it covers a period from colonialism to the present. We discuss topics such as cannibalism, slavery, race, gender, dictatorship, revolution, and literature. *J. Gonçalves. Summer.*

16303. Writing Colonial Latin American History. Through study of historical primary sources and critical reading of secondary sources about colonial Latin America, students learn the history and geography of Mexico, Central America, South America, and the Caribbean from 1492 until the independence era in the early 1800s. This seminar-styled course is organized to prepare students to write and to speak knowledgeably about early Latin American history. *Participation in presentations, discussions, peer reviews, and writing required. K. Lee. 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 BC), Autumn Quarter; the Roman Republic (527 to 559 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

16700. Ancient Mediterranean World I. (=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. (=CLCV 20800) This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 69 CE. 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. (=CLCV 20900) This quarter surveys the five centuries between the establishment of imperial autocracy in

27 BC and the fall of the Western empire in the fifth century AD. *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.* This three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods, and in turn, affect culture and society.

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

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

17501. Medicine since the Renaissance. This course is 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 laboratory medicine. *D. Lauderdale, A. Winter. Spring.*

17502. Modern Science. The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term “scientist” was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself. *A. Johns. Spring.*

17903. U.S. Women’s History. (=GNDR 18000, LLSO 28009) This course explores the history of women in the modern United States 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. Autumn.*

18301-18302-18303. Colonizations I, II, III. (=ANTH 18301-18302-18303, CRPC 24001-24002-24003, SOSC 24001-24002-24003) *Must be taken in sequence. This sequence meets the general education requirement in civilization studies.* This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter. The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers. *J. Kelly, S. Palmie, Autumn; J. Saville, S. Dawdy, J. Hevia, Winter; S. Burns, L. Auslander, D. Chakrabarty, H. Agrama, Spring.*

18401. Death/Afterlife in American Religion. (=RLST 22500) This course explores the history of the rituals, beliefs, and images surrounding death in American culture from the colonial period to the present. *W. C. Gilpin. Autumn.*

18500. Politics of Film in Twentieth-Century American History. (=CMST 21200) This course examines selected themes in twentieth-century American political history through literature written by historians, as well as filmic representations by Hollywood and documentary filmmakers. We read one historical interpretation and view one film on themes such as: Woodrow Wilson and World War I, the emergence of Pacific Rim cities like 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.*

18700. Early America to 1865. (=LLSO 20603) 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.*

18803. Civil Rights in Twentieth-Century America. (=LLSO 22004) This course focuses on struggles over the definition of civil rights and who could claim them over the course of the twentieth century. The African American Freedom Movement is at the narrative center of this course, but other civil rights movements (e.g., the women's movement, the gay rights movement, other ethnic-based rights movements) are discussed as well. *J. Dailey. Spring.*

19000. The Environment in U.S. History. (=ENST 23600, LLSO 23600) Contemporary environmental issues are deeply rooted in a complex history, often ignored or misunderstood. This course examines human engagement with the natural world in what is now the United States: how the expansion of the market economy impacted the natural world, how various peoples struggled to control resources, how landscapes changed from ecosystems to infrastructures, how natural resources fostered industry and agriculture, and how conceptions of the natural world evolved. We consider the politics, economics, and social and cultural development of the United States in an environmental framework. *A. Gugliotta. Winter.*

19100. U.S. Legal History. This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship. *A. Stanley. Summer.*

20200. Sierra Leone: Slavery and Freedom in the Atlantic World, 1750 to 1900. *This course meets the requirements in the major.* This course uses what becomes the British colony of Sierra Leone to examine the linked histories of West Africa and the Atlantic World. In the eighteenth century, European and American slave dealers resided on the Upper Guinea coast and engaged African political elites and commercial networks in the trade in human beings. At the end of the eighteenth century, a small group of former slaves from North America Christians committed to abolition took up residence in the The Province of Freedom. These settlers were later joined in the colony of Sierra Leone by others: Maroons from Jamaica and Recaptives, who were captives liberated from slave ships by the British after the banning of the trans-Atlantic slave trade in 1807. This course draws on primary sources (correspondence, missionary records, government documents, and the writings of prominent Sierra Leoneans such as James Africanus Horton and Samuel Ajayi Crowther) to investigate the trans-national circulation of ideas about civilization, freedom, and citizenship. It also considers in comparative perspective the experiences of Africans and people of African descent in West Africa. *E. Osborn. Winter.*

20502/30502. Empire and Enlightenment. (=CLAS 25107) The European Enlightenment was a formative period in the development of modern historiography. There was also an age in which the expansionist impulse of European monarchies came under intense philosophical scrutiny on moral, religious, cultural, and economic grounds. We chart a course through these debates by focusing in the first instance on Enlightenment histories of Rome by Montesquieu, Robertson, and Gibbon. We also consider writings on law, history, and international politics by Vico, Voltaire, Adam Smith, and others. *C. Ando.*

Spring.

20703/30803. Greek Science. (=CLAS 33907, CLCV 23907) This class covers the scientific enterprise of ancient Greece and Rome (sixth century B.C. to sixth A.D.). We discuss selected readings from the Presocratics, Plato, Aristotle, the Hellenistic scientists, and the Roman and Christian encyclopedists. *K. Rigsby. Winter.*

21101/31101. Science in Victorian Britain. (=CHSS 31500, HCUL 31100, HIPS 25700) This course examines developments in science and intellectual life in British society from the 1830s through the end of the nineteenth century, with an emphasis on the use of original sources (both as readings and during class discussion). We explore the status of science in public culture, the rise of specialization and professionalization, the status of “heterodox” or “alternative” scientific and medical practices, and a variety of specific intellectual developments and projects (e.g., evolution, mathematical physics, sociology). *A. Winter. Autumn.*

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

21701/31701. Byzantine Empire, 330 to 610. (=CLAS 34306, CLCV 24306) This is a lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although we survey event and changes (e.g., external relations), many of the latest scholarly controversies also receive scrutiny. We also discuss relevant archaeology and topography. Readings include some primary sources and examples of modern scholarly interpretations. Texts in English. *W. Kaegi. Autumn.*

21702/31702. Byzantine Empire, 610 to 1025. (=CLAS 34307, CLCV 24307) This is a lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although we survey event and changes (e.g., external relations), many of the latest scholarly controversies also receive scrutiny. Readings include some primary sources and examples of modern scholarly interpretations. Texts in English. *W. Kaegi. Spring.*

22001/32001. Byzantium and Islam. This is a lecture/discussion course on selected Byzantine-Islamic experiences from the emergence of Islam in the seventh century through the middle of the eleventh century. This is not a narrative survey. There is no single textbook. Topics include diplomatic (political), military, economic, cultural, and religious relations that range from subtle influences and adaptations to open polemics. Readings include modern scholarly interpretations

as well as primary source readings in translation. Texts in English. *W. Kaegi. Autumn.*

22202. Jewish History and Society III. (=JWSG 20003) This sequence surveys Jewish history and society from the era of the ancient Israelites until the present day. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. *L. Auslander. Spring.*

22203/32203. The Holy Roman Empire: 962 to 1356. During the first four centuries of its existence, the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen different nations was ruled—at least in theory—by the emperors during the High Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 962 (Emperor Otto I’s coronation) and 1356 (the Golden Bull). Topics include the changing nature of imperial authority from the Ottonians to the Habsburgs, the Church’s and the nobility’s establishment of quasi-independent lordships inside imperial territory, papal-imperial relations, and the eastward expansion of the empire. *J. Lyon. Autumn.*

22504/32504. Modern European Jewish History. *B. Wasserstein. Autumn.*

22803. Enlightenment and Religion in Eighteenth-Century Europe. Since the eighteenth century, the relationship between the Enlightenment and religion has provoked intense debate among philosophers, sociologists, historians, and other scholars. This course explores religious antecedents and analogs to “enlightened” public opinion in Europe through primary sources as well as recent historical literature. Topics include the nature and scope of the Christian Enlightenment, the intersections of spiritual and philosophical radicalism, and the viability of the “secularization thesis” for mapping the intellectual and cultural contours of eighteenth-century Europe. *C. Coleman. Autumn.*

22900/32900. The Italian Renaissance. *Course title corrected 5-31-07.* This course concentrates on the political environment of Italy in the fourteenth, fifteenth, and early sixteenth centuries, as well as on the evolution of humanism—its ways of thought and its related institutions—during that age. Primary texts are emphasized. *H. Gray. Winter.*

22903/32903. Religious War and Political Change in Europe: 1550 to 1700. This course examines the religious wars that followed the Reformation and their effects upon political institutions, theories, and cultures. We examine the causes of war, changes in the scope and nature of battle, the strains and shifts war provoked in early modern governance, debates over the morality and nature of politics, and the challenges of making peace. Students develop a particular area of expertise that serves as a test for broader models of early modern state-building.

E. Thomson. Winter.

23000/33000. Intellectual Property and Piracy. (=CHSS 31900, HIPS 26700, LLSO 22104) Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students understand why. It explains the principles of modern intellectual property 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. Students 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.*

23002/33002. Protestant Reformation in Germany. (=RLST 22602) This course is designed to clarify and test the assumptions underlying the present state of knowledge about the Protestant Reformation. Its method consists of reading extensively in the historiography and reflecting intensively on the issues raised by that reading. So as to maintain a well-defined focus, the course is largely limited to the Reformation in Germany. So as to develop a broad perspective the course is not limited to the most recent literature. We begin with some of the most famous older interpretations (i.e., Hegel, Ranke, Engels, Troeltsch, Weber, Febvre). We then go on to consider the redefinition of the historical agenda since the 1960s and the current state of our knowledge by reading the work of leading contemporary historians of the Reformation (e.g., Bernd Moeller, Thomas Brady, Heiko Oberman, Jean Delumeau, Peter Blickle, Heinz Schilling). The course consists of a mixture of discussion and professorial commentary. *C. Fasolt. Winter.*

23301/33301. Europe: 1660 to 1830. *May be taken in sequence or individually.* This is the first installment of a three-quarter sequence. This primarily lecture course 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; the emergence of feminism and socialism. Readings include both primary and secondary sources. *Winter.*

23302/33302. Europe: 1830 to 1930. *May be taken in sequence or individually.* This is the second installment of a three-quarter sequence, which 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, alliances, and imperialism; and the causes, character, and effects of World War I. *Autumn.*

23303/33303. Europe, 1930 to the Present. (=JWSG 23303/33303) *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, including the Depression, the making of the welfare state, changes in gender relations, the changing place of religious belief, and the consequences of post-colonial immigration; political contestation, particularly conflict between Left and Right in the 1930s, protests of workers, students and women in the 1960s and 1970s, and anti-globalization mobilization at the end of the twentieth century; and issues of national sovereignty, raised by the 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. *Spring.*

23401/33401. Genocide of European Jews. (=LLSO 28311) This lecture/discussion course asks the following questions: What explanations can be offered for the mass murder of the Jews in Europe? Who were the perpetrators? What were the respective roles of the German police apparatus, of the German army, of the Nazi Party, of the state bureaucracy, of ordinary Germans? What were the responses of occupied populations in Europe, of neutral countries, of the Allies, and of Jews themselves? How have historical interpretations evolved over the past half-century? *B. Wasserstein. Winter.*

23405/33405. L'Age des lumières: Diderot et l'Encyclopédie. (=FNLD 26111, FREN 25400/35700) This course looks at the *Encyclopédie* in its context. Topics include what the technique of reading it implies, its notions of what constitutes truth, and some of the implications of the collective, dialogical nature of the enterprise. Readings include miscellaneous works by Diderot, a selection of texts by him and others drawn from the *Encyclopédie*, and texts of other philosophers. Students who are majoring in French do all work in French. *R. Morrissey. Winter.*

23406. Colloquium: Total War and Genocide. (=LLSO 21000) Wartime barbarization, a sense of existential crisis, and the role of war in hardening fault-lines of group identity are important contributing factors in explaining why genocide so frequently occurs during wartime. This colloquium examines to what extent war acts as a simple precipitating circumstantial factor and to what extent it actually creates the conditions necessary for genocide. The spotlight is on nineteenth- and twentieth-century history. We draw upon a wide range of examples from outside Europe, as well as obvious and not so obvious ones from Europe and its fringes. *M. Geyer. Autumn.*

23407/33407. Comparative Kingship: Rulers in Twelfth-Century Europe.

The purpose of this course is to examine the different forms that kingship took in the Latin Christian kingdoms of Europe during the twelfth century. In the first half of the course, we read and discuss a broad range of primary and secondary sources that give us the opportunity to analyze critically kingship in England, France, and Germany (the Holy Roman Empire). In the second half of the course, we broaden our discussion to consider how other kingdoms in Europe—including Scotland, Norway, Denmark, Poland, Hungary, Sicily, Aragon, and Castile—do and do not conform to more general models of twelfth-century European kingship. *J. Lyon. Spring.*

29000. History and the Russian Novel. (=RUSS 25900/35900, SOSC 29000) *R. Hellie. Autumn. Offered 2008–09; not offered 2007–08.*

24300. History of Modern China. (=EALC 29100) This lecture course presents the main intellectual, political, economic, and social trends in modern China. The course covers the ideological and organization structures, as well as the social movements that define a process variously described in Western literature as modernization, reform, and revolution, or as political development. Our emphasis is on institutional and intellectual developments during this period, especially in the twentieth century. Some attention is paid to historiographic analysis and criticism. Readings are in the secondary literature. Texts in English. *G. Alitto. Winter.*

24500/34500. Reading Qing Documents. (=CHIN 24500/34500) This course is a 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. Winter.*

25004. Evolutionary Theory and Its Role in the Human Sciences. (=BPRO 25100, HIPS 25801, PHIL 25100) *PQ: Third- or fourth-year standing.* The course's aim is two-fold: (1) an examination of the origins and development of Darwin's theory from the early nineteenth century to the present; and (2) a selective investigation of the ways various disciplines of the human sciences (i.e., sociology, psychology, anthropology, ethics, politics, economics) have used evolutionary ideas. *R. Richards, N. Beck. Winter.*

25100/35100. Gender in the History of Science, Technology, and Medicine. (=CHSS 45100, HIPS 24800) This course examines how notions of masculinity and femininity have influenced the history of science, technology, and medicine since 1600. Topics include study of the rise of women in scientific and medical institutions and of the ongoing debates about whether men and women have (or have had) different ways of understanding the natural world. *A. Winter. Autumn.*

25201. Technology and Environment in History. (=ENST 23700, HIPS 23800, HIST 25201) Technology is a principal means by which humans shape their living space and, often unintentionally, transform the natural environment.

Important historical case studies include our use of resources and production of goods. We also consider the impact of such technologies on human affairs. Finally, we use these historical reflections to examine concepts of technological determinism and historical inevitability, choices among technologies, and the meaning of progress. *A. Gugliotta. Spring.*

25203/35203. Economic and Social History of Europe: 1700 to 1880. (=ECON 32700) *HIST 25203 and 25204 may be taken in sequence or individually.* This course examines the causes, characteristics, and effects (economic, social, and otherwise) of the “industrious” and industrial revolutions. The course reviews an array of unresolved debates (e.g., the so-called Brenner debate and the debates over proto-industrialization; the enclosure movements; the sources of technological innovation; path dependence and diffusion patterns within and across economies; the family economy; the standard of living; the formation of the middle and working classes; the consequences of literacy; voluntary initiatives and public policies addressing social problems such as poverty, disease, illegitimacy, and crime). *J. Craig. Autumn.*

25204/35204. Economic and Social History of Europe: 1880 to the Present. *HIST 25203 and 25204 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, mass movements, the evolution and so-called crisis of the welfare state, and the social policies of the European Union. *J. Craig. Winter.*

25401/35401. German Romanticism: Science, Philosophy, and Literature. (=CHSS 42400, GRMN 47000, HIPS 26801, PHIL 20701/30700) 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, the Schlegel brothers, Novalis, Schleiermacher, Schiller, Goethe, and the von Humboldt brothers. *R. Richards. Autumn.*

25704-25804-25904/35704-35804-35904. Islamic History and Society I, II, III. (=NEHC 20501-20502-20503/30501-30502-30503) *This sequence meets the general education requirement in civilization studies. May be taken NEHC 20501 and 20502, or 20501 and 20503, or 20501-20502-20503.* This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history.

25704/35704. Islamic History and Society I: The Rise of Islam and the Caliphate. (=NEHC 20501/30501) This course covers the period from ca. 600 to 1100, 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.*

25804/35804. Islamic History and Society II: The Middle Period. (=NEHC 20502/30502) This course covers the period from ca. 1100 to 1750, 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.*

25904/35904. Islamic History and Society III: The Modern Middle East. (=NEHC 20503/30503) This course covers the period from ca. 1750 to the present, focusing on 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. *H. Shissler. Spring.*

25901/35901. Radical Islamic Pieties: 1200 to 1600. (=NEHC 20840/30840) *Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful.* 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. Readings in English. *C. Fleischer. Spring.*

26100. History of Modern Spain: ca. 1808 to 1980. This course is intended to introduce the political, cultural, and social history of Spain from the Napoleonic wars—when the French invasion of Spain produced wars of “independence,” both in the peninsula and in the Americas—to the Spanish transition to democracy in the 1970s, which very significantly marked the beginning of a new democratic wave in the world. The basic goal of this lecture/discussion course is to spark the curiosity of students to learn more about Spain. When students think history (that of the United States, Latin America, Europe, Africa) at the conclusion of the course, there should be an indispensable ingredient reinstalled in their historical imaginations: Spain. *M. Tenorio. Autumn.*

28301/38301. Political Communication Networks. (=LLSO 20911, PLSC 26610) The focus of this course is to examine empirical evidence to determine if an individual’s social context has the ability to impact her political behavior. We examine two major questions: to what extent do we observe correlation between individuals’ actions and those within a social framework, and to what extent may we identify a causal relationship between the political behavior of the social group and the individual. Specific readings are drawn from collective action problems,

information flow within networks, network formation, and the extent to which we can observe respondents’ voting behaviors that are consistent with their discussions in surveys or field experiments. *B. Sinclair. Spring.*

26500/36500. History of Mexico: 1876 to the Present. From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; the zapatista rebellion in Chiapas; and the end of PRI rule. *F. Katz, E. Kouri. Spring.*

26600. Critics of Colonialism: Gandhi and Fanon. (=CRPC 26600, SALC 20700) This course is devoted to discussing some primary texts by Gandhi and Fanon on colonialism and commentaries on them. *D. Chakrabarty. Spring.*

27100/37100. American Landscapes: 1926 to 1964. (=ARTH 36300, GEOG 41000) This course treats changes in the natural and human-made environment, focusing on the settings American designers, builders, architects, and their clients developed for work, housing, education, recreation, worship, and travel. Lectures attempt to relate specific physical changes to social values, aesthetic theories, technological skills, and social structure. *N. Harris. Autumn.*

27102. Lincoln: Slavery, War, and the Constitution. (=FNLD 24711, LLSO 24711) *PQ: Consent of instructor. Class limited to twenty-five students.* This course is a study of Abraham Lincoln’s view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln’s policies. *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 lectures are 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 (e.g., autobiographical materials), which are supplemented by readings in important secondary sources. *T. Holt. Autumn.*

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. Winter.*

27400/37400. Race and Racism in American History. (=CRPC 27400/37400, LLSO 28711) This lecture course examines selected topics in the development of racism, drawing on both cross-national (the United States, Latin America, and the Caribbean) and multi-ethnic (African American, Asian American, Mexican American, and Native American) perspectives. 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. Spring.*

27403/37403. African-American Lives and Times. (=CRPC 27403/37403) This colloquium examines selected topics and issues in African-American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African-American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. Our discussions are framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. *T. Holt. Spring.*

27604. Asian Americans and the Legacies of War. (=CRPC 28112) This course explores the ways in which U.S. wars in Asia have transformed Asian-American social, economic, political, and cultural life in the United States. Focusing on the impact of political conflicts on communities in the United States rather than on geopolitical relations, the course opens up discussions of migration, citizenship, U.S. imperialism, nationalism, neo- and post-colonialism, and the production and use of racial representations in political conflict. We pay particular attention to the ways in which these conflicts affect social relations and the production of knowledge. We also trace Asian-American histories and experiences through the Philippine-American War, World War II, the Korean War, wars in Southeast Asia, and the post-9/11 period. The broad scope of this course also allows us to examine topics such as race, gender, national identity, power, violence, and cultural production within specific historical contexts. *T. Mah. Winter.*

28000/38000. U.S. Latinos: Origins and Histories. (=CRPC 28000, LACS 28000/38000) 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.*

28102. Business History of the Late Twentieth Century: From the Decade of Decadence to the New Gilded Age. This seminar explores the history of American business during the final two decades of the twentieth century. We explore the transformations in business culture during the 1980s and 1990s that led to current trends and problems. We focus on the recent history of Wall Street, financial markets, and business culture. We also cover late twentieth-century American society, specifically how business and American industry have influenced America's identity. *M. Levin. Winter.*

28201. U.S. Civil War and Reconstruction: 1846 to 1890. (=LLSO 26908) This course explores the coming, course, and contestation of the outcomes of the U.S. civil war and the postwar crisis of Reconstruction. *J. Saville. Spring.*

28300/38300. Early American Legal History. (=LLSO 25701) This 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 Civil War, treating the law not as an autonomous process or science but as a social phenomenon inextricably intertwined with other historical forces. We examine the life of the law in antebellum America by exploring the interrelationships between changes in legal institutions and doctrines and larger social processes (e.g., migration, revolution, constitution making, economic transformation, social regulation, civil war). *W. Novak. Winter.*

28301/38301. American Political Culture: 1600 to 1820. (=LLSO 20602) This colloquium examines the culture and practice of political participation in early America, with a comparative look at early Modern England. We trace the formation of a deferential, nonpartisan politics in the colonies, as well as its replacement in the Revolutionary era with politics that increasingly used political party as a means of democratic participation. *E. Cook. Autumn.*

28302. Postwar America. (=LLSO 22212) *J. Sparrow. Winter.*

28400/38400. Modern American Legal History. (=LLSO 25800) This course explores the role of law in history and of history in law through a survey of American legal developments from the Civil War to the present, treating the law not as an autonomous process or science but as a social phenomenon inextricably intertwined with other historical forces. We examine the life of the law in America through the twentieth century by exploring the interrelationships between changes in legal institutions and doctrines and larger social processes (e.g., industrialism, reform, state building, social-welfare legislation, the civil rights struggle). We are particularly concerned with the rise of a new American liberal legal order. *W. Novak. Spring.*

28501. The Historiography of Asian-American Studies. (=CRPC 28181) This course is designed to be both an introduction to the field and an opportunity

to examine the forty-year history of scholarship in Asian-American studies and its future direction. We familiarize ourselves with some of the classic texts in Asian-American studies (including documentary films), identifying various approaches and debates, while also carefully considering historical contexts in which the works were produced. Readings alternate between historical narrative and theoretical works meant to provide the tools with which to think about how historical narratives are constructed. While tracing the development of the field from its beginnings in the late 1960s to the present, the course also considers the 150-year history of Asians in the United States and encourages thoughtful discussion on related topics (e.g., race, representation, immigration, gender, class, identity, community, politics). *T. Mab. Spring.*

29302/39302. Human Rights II: History and Theory. (=HMRT 20200/30200, INRE 39400, ISHU 28800/38800, LLSO 27100) This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It juxtaposes these Western origins with competing non-Western systems of thought and practices on rights. We discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states. *W. Novak. Winter.*

29603. Colloquium: Hyde Park and Chicago’s South Side as Historical Laboratory. (=GEOG 26700) 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.*

29611. Colloquium: Modern Tourism. This colloquium concentrates on American tourism and travel in the nineteenth and twentieth centuries. Readings include travel books by and about Americans, some theoretical perspectives, institutional histories, and social commentaries. We examine some earlier historical periods and include some international comparisons. But we also focus on the settings, sensibilities, display systems, and marketing methods that combine to make tourism and travel so powerful an element in American and world culture. Students may choose to examine local tourism and tourist institutions. *N. Harris. Autumn.*

29617. Colloquium: Themes in Australian and New Zealand History. This course addresses the following themes: Australia and New Zealand as parts of the British Empire; settlers (inc. immigration) in these countries; their indigenous peoples and their histories; and radical tradition and politics. *D. Chakrabarty, S.*

Fitzpatrick. Winter.

29618. Colloquium: Reading Hannah Arendt. This course explores the late (post 1958) writings of Hannah Arendt with an eye on antecedents. Major themes are the banality of evil, human rights, the American promise and the American empire, and “lying in politics,” as well as more philosophical themes (e.g., thinking and judging; and, not entirely unconnected, loving). *M. Geyer. Winter.*

29619. Colloquium: Home and Homeless in Europe. (=GNDR 29501) This course examines the ways that the nineteenth and twentieth centuries have been characterized by the massive migrations of people, forced and voluntary, across short and long distances, permanently and temporarily. We address being “at home” politically through study of criteria for citizenship and immigration law; being “at home” economically through welfare legislation; being “at home” socially through analysis of discriminatory practices, as well as those intended to help people to be “at home”; being “at home” materially through a study of how people make, shape, and define their homes; and being “at home” emotionally through memoirs, fiction, and film. Special attention is paid to the gendered and generational meanings of home and exile. *L. Auslander. 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 students with fourth-year standing who are majoring in history and writing a B.A. essay. 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. A. Stanley. Autumn.*

29802. B.A. Essay Seminar. *PQ: HIST 29801. HIST 29801 and 29802 form a two-quarter sequence that is required students with fourth-year standing who are majoring in history and writing a B.A. essay. 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. A. Stanley. Winter.*

29900. Tolkien: Medieval and Modern. (=FNLD 24901, RLST 22400) *PQ: Prior reading of the Lord of the Rings trilogy. J. R. R. Tolkien’s Lord of the Rings is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien’s creation within the context of its medieval sources and modern parallels. Possible themes include the nature of history and its relationship to story, the activity of creation and its relationship to language, and the interaction between the world of “faerie” and religious belief. R. Fulton. Spring.*

29903. Ancients and Moderns. Looking back at the Renaissance and the new natural philosophy of their own time, Europeans began to question the authority of the ancient past. Yet the seventeenth-century “quarrel” was not the first time that Europeans confronted the cultural and intellectual legacy of Greco-Roman antiquity. In this course, we examine the relationship between ancients and moderns in European history, from the myths of origins in archaic Greece to the full-blown classicism and anthropology of the nineteenth century. *T. Griggs. Winter.*

29940. European Enlightenment. The Enlightenment was one of the most important cultural and intellectual movements in European history. The secularization of intellectual life that took place between 1685 and 1789 had tenacious roots and enormous consequences. In this course we focus on the major problems that preoccupied contemporaries, including science and nature, society, history, the state, crime and punishment, and religion. For each of these themes, we examine a range of primary sources. Readings include texts by Voltaire, Spinoza, Diderot, Hume, Beccaria, Rousseau, Frederick II of Prussia, Marquis de Sade, and Casanova. *T. Griggs. Winter.*