

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 BA 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 must consult the undergraduate program coordinator before the end of their second year. They are assigned to a preceptor who will act as their individual program adviser. Students who wish to study 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 provide information on 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courses that are clearly related to the student's area of interest and have significant historical content or focus.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 BA Essay Seminar and the BA 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. As part of their course work, students are required to do independent research and writing preparatory for and prior to their BA essay.

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 BA 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 concentration fields that include but are not limited to:

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|---------------------------------|----------------|
| Africa | International |
| Ancient Mediterranean World | Jewish History |
| Britain | Latin America |
| Caribbean and Atlantic World | Middle East |
| Europe: Medieval | Russia |
| Europe: Modern | South Asia |
| History of Science and Medicine | 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.

Pre-BA Writing Requirement. Students who are majoring in history must complete by the end of their third year an original research paper that is at least fifteen pages in length. Its purpose is to expose students to the methods and practice of historical research and writing prior to enrollment in the BA Essay Seminar. Unlike the BA Essay Seminar, the pre-BA writing requirement is not a separate course with separate credit.

The research paper may be completed in a colloquia or in any history class that is not taken to meet general education requirements, drawing on the framework of that course. The course instructor is available to provide guidance and may accept the research paper in lieu of other written assignments. Students must follow the steps below:

- (1) At the beginning of the quarter, obtain the consent of the course instructor and register with the Undergraduate Program Coordinator.
- (2) During the quarter, attend and participate in at least three meetings with the Undergraduate Program Coordinator.
- (3) By the end of sixth week, submit to the Undergraduate Program Coordinator a one-page proposal and a short, annotated bibliography.
- (4) During finals week (or at the discretion of the course instructor), submit copies of the research paper to the course instructor and the Undergraduate Program Coordinator.

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 BA 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 BA 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 BA 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 BA 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 BA essay is second week of Spring Quarter when two copies of the BA 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 BA essay that meets requirements for a dual major. Students must 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 BA 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 BA paper or BA research. As a general rule, only one reading and research course can be counted towards the history major.

Summary of Requirements

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|----------|-------------------------------------|
| 6 | courses in the main field |
| 4 | electives |
| <u>2</u> | HIST 29801-29802 (BA Essay Seminar) |
| 12 | |

Honors. Students who have done exceptionally well in their course work and have written an outstanding BA 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. BA 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 BA 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

F. Albritton Jonsson, G. Alitto, L. Auslander, R. Austen (Emeritus), D. Borges, J. Boyer, M. Bradley, S. Burns, D. Chakrabarty, P. Cheney, K. Conzen, E. Cook, B. Cumings, J. Dailey, C. Fasolt, S. Fitzpatrick, C. Fleischer, R. Fulton, M. Geyer, J. Goldstein, H. Gray (Emerita), A. Green, R. Gutiérrez, J. Hall, N. Harris (Emeritus), T. Holt, R. Jean-Baptiste, A. Johns, W. Kaegi, B. Karl (Emeritus), F. Katz (Emeritus), J. Ketelaar, E. Kouri, J. Lyon, T. Najita (Emeritus), D. Nirenberg, P. Novick (Emeritus), E. Osborn, M. Postone, R. Richards, J. Saville, W. Sewell (Emeritus), 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, CHDV 21401 [10102], SOSC 22500-22600) *Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This year the African Civilization Sequence focuses primarily on the colonial encounter, with some attention, in the second quarter, to everyday life in the contemporary period. The first quarter focuses on West, North, and Central Africa. The second quarter focuses on Eastern and Southern Africa, including Madagascar. We explore various aspects of how the colonial encounter transformed local societies, even as indigenous African social structures profoundly molded and shaped these diverse processes. Topics include the institution of colonial rule, independence movements, ethnicity and interethnic violence, ritual and the body, love, marriage, money, and popular culture. *R. Jean-Baptiste, 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)

PQ: These courses must be taken in sequence. This course meets the general education requirement in civilization studies. This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. The Winter Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe. The Spring Quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India. *M. Alam, Winter; R. Majumdar, Spring.*

12100. War in the Middle Ages. In modern popular culture, the Middle Ages is often imaginatively synonymous with war: knights in shining armor, Vikings in their longships, Robin Hood with his longbow and "merry men." This lecture/discussion course seeks to complicate this image by examining warfare as a center fact of European civilized life. Problems to be addressed include the technology and economics of warfare, the sociology of warfare, major phases in the development of European warfare from the Carolingians through the Hundred Years' War, and the literary, religious, and psychological significance of war for the development of European civilization. *R. Fulton. Spring.*

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, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

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

12800. Music in Western Civilization: 1750 to the Present. *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. 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 and how they have reacted to the pressures and impact of other civilizations, particularly Byzantine, Mongol-Tataric, and Western. The course also considers problems of the social sciences, such as the way in which the state has dominated society, stratification, patterns of legitimization of the social order, symbols of collective social and cultural identity, the degrees of pluralism in society, and the autonomy an individual has vis-à-vis the social order. Also examined are such problems as the role of the center in directing the periphery and its cultural, political, and economic order; the mechanisms of control over the flow of resources and the social surplus; and processes of innovation and modernization. *This course is offered in alternate years. J. Fein, R. Applebaum. Autumn, Winter.*

15100-15200-15300-15400. Introduction to the Civilizations of East Asia I, II, III, IV. (=EALC 10800-10900-11000, SOSC 23500-23600-23700) *Taking these courses in sequence is not required. 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. (=NEAA 20160/30160) 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, CRPC 16101-16102-16103, LACS 16100-16200-16300/34600-34700-34800, SOSC 26100-26200-26300) *Taking these courses in sequence is not required. 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 sequence is offered every year. Autumn, 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 BC), Autumn Quarter; the Roman Republic (509 to 27 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 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) *Taking these courses in sequence is recommended but not required. 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. *A. Johns. 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. *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. Winter. Spring.*

18301-18302-18303. Colonizations I, II, III. (=ANTH 18301-18302-18303, CRPC 24001-24002-24003, SOSC 24001-24002-24003) *PQ: These courses 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. Saville, R. Gutiérrez, Autumn; F. Richard, K. Fikes, S. Palmié, J. Kelly, Winter; H. Agrama, Spring.*

18402. Witches, Revivals, and Revolution: Religion in Early America, 1600 to 1787. (=RLST 21001) This course is a survey of religion in American, from the founding of the colonies to the American Revolution. Topics include Puritanism, witchcraft, revivalism, slavery, gender, Native American religion, the coming of the Revolution, and the separation of church and state. *C. Brekus. Winter.*

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.*

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.*

19801. The Autobiography of Teresa of Avila. (=FNDL 23112, GNDR 20701, RLST 20701) This course is a close reading of the autobiography of Teresa of Avila in which we pay attention to her attitudes towards prayer and religious practice, mystical experience, community organization, sin and redemption, and gender. Our reading is supplemented by other texts written by Teresa, as well as secondary works that help us interpret her in her historical context. *L. Pick. Winter.*

20204/30204. Women in Modern Africa. (=CRPC 20204/30204, GNDR 23502/32600) This course surveys key themes and debates in twentieth-century colonial and postcolonial African women's history. Exploring both women's history and the history of gender, this course examines shifting conceptualizations of "woman" in diverse case studies and historical contexts across the continent. Topics include sexuality, reproduction, and health; public activism and political roles; work and economic activity; religion; and policy and the law. Course material includes analyzing historical monographs, fiction, and material culture, as well as a service-learning component with Chicago-based community organizations that focus on advocacy in Africa. *R. Jean-Baptiste. Spring.*

20503/30503. Greek and Roman Historiography. (=ANCM 38609, CLAS 38609, CLCV 28609) This course provides a survey of the most important historical writers of the Greek and Roman world. We read extensive selections from their work, discussing the development of historiography as a literary genre as well as the development of history as a discipline in the ancient world. Finally, we consider the implications these findings hold for our ability to use the works of Greek and Roman historical writers in our own efforts to construct narratives of the past. Texts in English. *C. Hawkins. Spring.*

20901/39800. Archaeology for Ancient Historians. (=ANCM 21700/31700, CLAS 31700, CLCV 21700) This course is intended to act not as an introduction to Classical archaeology but as a methods course illuminating the potential contribution of material cultural evidence to ancient historians while at the same time alerting them to the possible misapplications. Theoretical reflections on the relationship between history and archaeology are interspersed with specific case studies from the Graeco-Roman. *J. Hall. 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. Winter.*

22001/32001. Byzantium and Islam. (=CLAS 34309, CLCV 24309) This lecture/discussion course covers selected Byzantine-Islamic experiences from the emergence of Islam in the seventh century through the middle of the eleventh century. With no single textbook, this course is not a narrative survey. 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 and primary source readings. Texts in English. *W. Kaegi. Spring.*

22202. Jewish History and Society III: European Judaism as Minority Diasporic Culture. (=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.*

22204/32204. Modern Britain, 1688 to 1990. The focus of this survey course is the vexed question of Britain’s modernity from James II to Margaret Thatcher. Why and how did this island nation evolve into a global empire? Through primary sources and case studies we emphasize the connections between empire and industry with a particular stress on problematic topics (e.g., political stability

and taxation, the 1707 union with Scotland, the emergence of classical political economy, industrialization and class consciousness, free trade imperialism, women, and the origins of the welfare state). Readings include texts by John Brewer, E. P. Thompson, and Nicoletta Gullace. *F. Albritton Jonsson. Winter.*

22401/32401. Europe in the Early Middle Ages. This lecture/discussion course offers an in-depth introduction to the history of Europe from the conversion of the Roman Empire to the end of the first Christian Millennium. Principal themes include relations between Christians and pagans, the break-up of the Mediterranean world and subsequent cultural interaction between the three medieval “heirs of Rome,” the origins of Latin Christendom and the European Kingdoms of northern and southern Europe, and the special role of the Church in the formation of a distinctive European culture. Readings include primary sources in translation from both Latin and the vernacular along with relevant scholarship. *R. Fulton. Autumn.*

22405/32405. Medieval Monasticism. (=RLST 22405) This course focuses on the origins and development of monasticism as one of the central institutions of medieval Europe. Topics include the appeal of asceticism in late antique society; the role of the monasteries in the collapse and preservation of European civilization; the social, economic, and political impact of Benedictine monasticism on the development of Western Europe; and the progressive reforms of this institution from Benedict to Francis. *R. Fulton. Spring.*

22904/32904. Arendt: Texts on Jewishness, Palestine, and Israel. *PQ: Advanced standing.* Never an easy task, debating Hannah Arendt is particularly difficult when it comes to her “Jewish writings.” Although sometimes she is outright wrong, some of her philosophically or historically more challenged expositions (e.g., Eichmann in Jerusalem) turn out to contain brilliant insights. This course reads and discusses as many of Arendt’s texts as possible. Inasmuch as anti-Semitism is part of this complex, we also discuss anti-Semitism, but our focus is on Jews and Jewishness in the Diaspora, in Palestine, and in Israel. *M. Geyer, P. Mendes Flohr. Winter.*

23206/33206. Europe in the Late Middle Ages. This course is designed to provide students with an overview of major themes in the history of Western Europe between approximately 1000 and 1500 AD. Topics include the Gregorian reform movement, the rise and decline of Papal Monarchy, the Crusades, urbanization, the development of universities, the Black Death, the Hundred Years War, and the growth of national monarchies. Although primarily a lecture course, students analyze primary and secondary works during occasional classroom discussions. *J. Lyon. Spring.*

23301. Europe, 1660 to 1815. This is the first course in a three-quarter sequence, which introduces 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. Primarily a lecture course, readings include both primary and secondary sources. *J. Goldstein. Autumn.*

23302. Europe, 1815 to 1914. This is the second course in 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. Topics 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. *J. Craig. Winter.*

23303. Europe, 1914 to the Present. (=JWSC 23303, JWSSG 33303) 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; 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. *L. Auslander. Spring.*

23408/33408. Proto-Globalization: Empire, Science, and Environment. This course investigates the beginnings of the modern global economy by analyzing the environmental basis of Western expansion from 1492 to 1800. The power and wealth of early modern empires rested on the massive reordering of the natural world. We track this process in multiple and interconnected dimensions: ecological, social, scientific, and political. In terms of geographic scope, we look at a series of concrete case studies in colonization, from medieval Iceland to seventeenth-century Barbados and eighteenth-century Lapland, Mauritius, and New South Wales. Readings include a variety of primary sources as well as such scholarly classics of the field as Alfred Crosby's *Ecological Imperialism* and Richard Grove's *Green Imperialism*. *F. Albritton Jonsson. Autumn.*

23508/33508. Religion and Politics in Sixteenth-Century Europe. This course focuses on the interaction of religious controversy and political development in sixteenth-century Europe, with attention also given to the varieties of political thought that emerged in this time. *H. Gray. Winter.*

23604. Russia under the Western Eye. (=RUSS 27305) *Semyonov. Spring.*

23705. Imperial Russia. *Smith. Spring.*

23906. Race from Tundra to Steppe: Ethnicity, Gender, and Environment in Russian/Soviet Eurasia. (=CRPC 27305, GNDR 27303, EEUR 27305) In this class we explore the history of race and ethnicity in the non-European areas of Russia/the USSR through discussion of selected scholarly articles, memoirs and travel accounts, novels, and films. Topics include eighteenth-century Russian encounters with native Siberians; environmental difference and racial tension in colonized Turkestan; the Soviet state and Central Asian women; Soviet deportations of ethnic Koreans; representations and realities of the USSR's relationship with African Americans and Africans; and gender, nature, and indigenous culture in Siberia over the last one hundred years. *J. Fein. Winter.*

24100/34100. Zen and History. (=JAPN 35400) This course examines Chan/Zen history debates over this history, and the impact of Chan/Zen. *J. Ketelaar. Autumn.*

24303. Shinto. This course is a history of Shinto from ancient times to the present. We examine key texts along with cultural, philosophical, religious, and political dimensions relevant to different historical periods. Texts in English. *J. Ketelaar. 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. Autumn.*

25006/35006. Practices of Othering and the Logic of Human Rights Violations: Race, Eugenics, and Crowds. (=ANTH 25220/35220, CHDV 26301, CRPC 26200/36200, HMRT 26300/36300) How are mass violations of human rights thought up? What scientific theories and political doctrines have been invented and implemented to justify genocide and mass incarceration? These questions serve as our starting point for the course where through an exploration of different political ideologies and scientific theories we learn how human rights violations were reasoned and justified. Readings of both primary and secondary sources in the first part of the course present theories and ideologies that have informed and set the ground for human rights violations. In the second part of the course, we focus on the aftermath of genocide and killing and ask how individuals and groups explain their participation in these acts. *N. Vaisman. Winter.*

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

25102. Autonomy and Medical Paternalism. (=BIOS 29311, BPRO 22600, HIPS 21901, PHIL 22601) *PQ: Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.* This course is an in-depth analysis of what we mean by autonomy and how that meaning might be changed in a medical context. In particular, we focus on the potential compromises created by serious illness in a person with decision-making capacity and the peculiar transformations in the meaning of autonomy created by advance directives and substituted judgment. *D. Brudney, J. Lantos, A. Winter. Winter.*

25300/35300. 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 to 1789) for evidence on the ways in which the Revolution was truly revolutionary. *T. Cook. Spring.*

25304/35304. Goethe: Literature, Science, and Philosophy. (=CHSS 31202, GRMN 35304/25304, HIPS 26701, PHIL 30610/20610) *Knowledge of German helpful.* This lecture/discussion course examines Johann Wolfgang von Goethe's intellectual development, from the time he wrote *Sorrows of a Young Werther* through the final stages of *Faust*. Along the way, we read a selection of Goethe's plays, poetry, and travel literature. We also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we discuss Goethe's coming to terms with Kant and his adoption of Schelling's transcendental idealism. The theme uniting the exploration of the various works of Goethe is the unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in "the eternal feminine." *R. Richards. Winter.*

25406/35406. History of Reading The act of reading is at once private and public. It is inscrutable—silent, personal, and intimate; yet it is also a necessary and central element in all social and cultural change. Not least, our own knowledge as historians depends on it. The idea that the practice of reading is itself historical—that it may change over time and according to context—is therefore both exciting and unsettling. This course is devoted to exploring that idea in depth. We attempt both to trace a history of reading practices over the long term and to assess critically the approaches that may be adopted to recovering such a history. *A. Johns. Winter.*

25501/35501. Evolution of Mind and Morality, Nineteenth to Twenty-first Centuries. (=CHSS 35900, HIPS 25901, PHIL 34300/24300, PSYC 28200) This lecture/discussion course focuses on efforts to give an evolutionary account of mind and moral judgment. We consider individual theorists of such evolutionary accounts (e.g., Darwin, Spencer, James, Lorenz, Wilson, Sober, Dennett); recent evolutionary psychologists (e.g., Tooby and Cosmedes, Gigerenzer); and critics of such efforts (e.g., G. E. Moore, Gould, Flew). Topics include the evidence for

evolutionary theories of mind, the naturalistic fallacy, naturalistic constructions of cognition, and altruism. *R. Richards. Autumn.*

25505. Environment and the Body. (=ENST 28700) From the time of the Hippocratic medical text *Airs, Waters, and Places*, the natural and built environments were understood to shape the states and characteristics of human bodies. This connection is evident through many centuries of medical theory and practice, as well as in arguments advanced for the climatic and geographical determination of racial traits. The relationship between the body and the environment became a matter of particularly intense political struggle in nineteenth-century England and has become so again in our own time. This course examines the history of conceptions of the environmental shaping of human bodies with particular attention to nineteenth- and twentieth-century conflicts over sanitation, disease theories, and poverty, as well as to contemporary debates over toxic contamination and health. *A. Gugliotta. Winter.*

25510/33505. Sciences of Memory in the Twentieth Century. (=CHSS 31502, HIPS 28002) This course examines a series of episodes in the history of the understanding of autobiographical memory. We begin with the emergence of academic psychology, and also psychoanalysis, in the late nineteenth century. We end with the “memory wars” of the 1980s and 1990s. We also examine beliefs about individual and “collective” memory; the impact of memory therapies during World War I and II; the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering; and the impact of the rise of forensic psychology on the popular, scientific, and legal understanding of memory. *A. Winter. Spring.*

25600/35600. Contemporary Central Asia. (=NEHC 20762/30762, SLAV 20400/30400) This survey course covers the period from approximately 1700 AD to the present. We emphasize the genesis of the modern nations of Central Eurasia, including the post-Soviet republics and adjacent areas in the periphery of Central Eurasia. *K. Arik. Winter.*

25704-25804-25904/35704-35804-35904. Islamic History and Society I, II, III. (=NEHC 20501-20502-20503/30501-30502-30503) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* 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.*

25806. History of Caucasus. *Khodarkovsky. 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. Not offered 2009–10; will be offered 2010–11.*

25903/35903. Persian Historical Texts. (=PERS 30687) *J. Woods. Spring.*

26106/36106. Tropical Commodities in Latin America. (=LACS 26106/36106) This colloquium explores selected aspects of the social, economic, and cultural history of tropical export commodities from Latin America (e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, cocaine). Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption. *E. Kouri. Winter.*

26205/36205. Looking for History: Chronicles of Contemporary Latin America. (=ENGL 22907/42807, LACS 29304/39304) This course focuses substantively on twentieth-century Latin American history, but also gives attention to the particular style of literary journalism or “chronicles” characteristic of the instructor’s own writings. In other words, this course explores how chroniclers of contemporary Latin American history produce this particular genre. Texts give an overview of the contemporary history of Bolivia, Colombia, Cuba, El Salvador, Mexico, Nicaragua, and Venezuela, with a full course session devoted to chronicles of Che Guevara. All work in English. *A. Guillermoprieto. Autumn.*

26500/36500. History of Mexico, 1876 to the Present. (=LACS 26500/36500)

From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with an emphasis on the connections between economic developments, social justice, and political organization. Topics include *fin de siècle* modernization and the agrarian problem; 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. *M. Tenorio, E. Kouri. Autumn.*

26602/36602. Mughal India: Tradition and Transition. (=SALC 27701/37701)

PQ: Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature. The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades. *M. Alam. Spring.*

26802. Colonial Rule in South Asia. (=SALC 26703) This course is a survey of the Colonial period in South Asian History (c. 1757 to 1947), with a particular focus on the imperial technique of rule. *D. Chakrabarty. Winter.*

27001/37001. Law and Society in Early America. (=LLSO 26000)

PQ: Advanced standing. This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. We emphasize the interaction of social development and legal development. We also explore 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. Autumn.*

27102. Lincoln: Slavery, War, and the Constitution. (=FNDL 24711, LLSO 24711)

PQ: Consent of instructor. 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.*

27105. Housing Segregation in the United States. (=CRPC 28108, PBPL 27105)

This course examines the historical development of racially segregated metropolitan areas in the United States from the end of the nineteenth century to the present. We look at the historical roots of division along lines of race and class in spatial, as well as economic and cultural, terms. We discuss the impact of various phenomena (e.g., migration, economic shifts, housing legislation, changing social and cultural ideals) and notions of the "American dream." Our explorations cover metropolitan areas across the country, but include a special focus on the Midwest in general and Chicago in particular. *T. Mah. 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. Autumn.*

27202. The Chicago School of Philosophy. (=PHIL 23209) For course description, see Philosophy. *B. Schultz. 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. Winter.*

27301. Introduction to Black Chicago, 1895 to 2005. (=AFAM 27305, CRPC 27301, LLSO 22210) This course surveys the history of African Americans in Chicago, from before the twentieth century to the present. Themes include migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of the institutionalized religions, facts and fictions of political empowerment, and the correspondence of black lives and living to indices of city wellness. Texts include autobiography and poetry, sociology, documentary photography, political science, and criminology, as well as more straightforward historical analysis. *A. Green. Autumn.*

27501/37501. Changing America, 1900 to the Present. (=GEOG 22100/32100) This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. Special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip in Illinois and Wisconsin required. *This course is offered in alternate years. M. Conzen. Winter.*

27900/37900. Asian Wars of the Twentieth Century. (=EALC 27901/37901) This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century (e.g., Pacific, Korean, Vietnam). The first part of the course, pays 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.*

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 discussants' surveys or field experiments. *B. Sinclair. 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. *T. Mah. Spring.*

28602/38602. Politics of Black Culture. Cultural issues in both the broad and more narrow sense have been central to political debates and mobilizations among and about African Americans in the twentieth century. This course explores the roots of this preoccupation as manifested at the dawn of the twentieth century through the observations of W. E. B. Du Bois and other black intellectuals and critical events (e.g., World's Columbian Exposition of 1893, Harlem Renaissance). *T. Holt. Winter.*

28603/38603. The State in U.S. History. *J. Sparrow. Spring.*

28800/38800. Historical Geography of the United States. (=GEOG 21900/31900) This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required. *This course is offered in alternate years. M. Conzen. Autumn.*

28900/38900. Roots of the Modern American City. (=ENST 26100, GEOG 26100/36100) This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. *This course is offered in alternate years. M. Conzen. Autumn.*

29301/39301. Human Rights I: Philosophical Foundations of Human Rights. (=HMRT 20100/30100, INRE 31600, ISHU 28700/38700, LAWS 41200, LLSO 25100, MAPH 40000, PHIL 21700/31600) The aim of this course is to help students think philosophically about human rights. We ask whether human rights has or needs philosophical foundations, what we need such foundations for, and where they might be found. We also ask some questions that tend to

generate the search for philosophical foundations: Are human rights universal or merely the product of particular cultures? What kinds of rights (e.g., political, cultural, economic, negative, positive) are human rights? Can there be human rights without human duties? Without universal enforcement? Do the rights we enshrine as human mark only some of us (e.g., men) as human? *Autumn*.

29302/39302. Human Rights II: History and Theory. (=HMRT 20200/30200, INRE 31700, ISHU 28800/38800, LAWS 41301, 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. The course proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states. *M. Geyer. Winter.*

29303/39303. Human Rights III: Contemporary Issues in Human Rights. (=HMRT 20300/30300, INRE 31800, ISHU 28900/38900, LAWS 78201, LLSO 27200) For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health. *S. Gzesh. Spring.*

29306. Problems in the Study of Gender. (=ENGL 10200, GNDR 10100, HUMA 22800, SOSC 28200) This course addresses the production of particularly gendered norms and practices. Using a variety of historical and theoretical materials, it addresses how sexual difference operates in various contexts (e.g., nation, race, class formation; work, the family, migration, imperialism, postcolonial relations). *K. Schilt, Winter; D. Nelson, Spring.*

29408/394508. Human Rights in Mexico. (=LACS 24501/34501, LAWS 62411, HMRT 24501/34501) *PQ: Reading knowledge of Spanish and at least one prior course on Latin American history or culture.* This course examines human rights in Mexico in the contemporary period. We begin with an exploration of the religious and secular sources of Mexican concepts of human rights. We also explore the contemporary human rights movement through civil society responses to the 1968 massacre of students at Tlatelolco and the 1985 Mexico City earthquake. The second half of the course focuses on contemporary case studies, which may include labor rights, the rights of women and indigenous

people, and issues of accountability and impunity. Readings are largely drawn from Mexican sources. *S. Gzesh. Not offered 2009–10; will be offered 2010–11.*

29507. Overcoming Torture: Past and Present. (=HMRT 27300, LLSO 28102) The abolition of torture, as well as of cruel and inhuman punishment, is one of the key standards of achievement of the modern era. This discussion course begins with the fact that torture is a remarkably persistent reality in order to explore how, in different times and places, it was contained and how it was overcome (if only temporarily). Classic European cases feature in the first part of discussion. Human rights and humanitarian campaigns against torture in the second half of the twentieth century are discussed in the second part. The United States, past and present, is the focus of the third part. *M. Geyer. Autumn.*

29613. Colloquium: Hyde Park and Chicago's South Side as Historical Laboratory. (=GEOG 27600) This colloquium uses Hyde Park and Chicago's South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions focus on both primary and secondary source readings, and each participant designs and carries out an original research project. *K. Conzen. Autumn.*

29615. Colloquium: Soviet History from the Archives. After the opening of the Soviet archives at the beginning of the 1990s, many archival documents were published for the first time in English. Using these documentary publications as a base, supplemented by memoirs and files of the U.S. State Department and British Foreign Office, this colloquium develops historical research skills, with particular reference to critical evaluation of sources and evidence and the framing of research topics. Topics include the Russian Revolutions of 1917, Lenin's rule, the Russian peasantry and the collectivization of agriculture, Stalin's rule, Soviet everyday life in the 1930s, the Comintern, and Stalinist repression and the Gulag. *S. Fitzpatrick. Winter.*

29620. Colloquium: Hitler's Empire—Europe under Nazi Rule. This course begins with an examination of the rise of Nazism in Germany in the 1930s. We then discuss the history of the Nazi imperialism, conquest, and occupation in Europe during the World War II, with our focus equally on Eastern and Western Europe. Topics include the Holocaust, Germanization, population policies, collaboration and resistance in daily life, economic plunder, gender and the family, and postwar retribution and ethnic cleansing. *T. Zahra. 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. BA 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 BA 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. *S. Burns. Autumn.*

29802. BA Essay Seminar. *PQ: HIST 29801. 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 BA essay. Must be taken for a quality grade.* The purpose of this course is to assist students in the preparation of drafts of their BA essay, which are formally presented and critiqued. The class meets weekly. *S. Burns. Winter.*