

## SPRING 2012

### **HIST110: The Ancient World**

TuTh 11:00 am – 11:50 am and Discussion Section

K. Holum

Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture: religion and myth in the ancient Near East; Greek philosophical, artistic, scientific, and literary invention; and the Roman tradition in politics and administration.

CORE Humanities (HO) Course.

### **HIST111: The Medieval World**

TuTh 2:00 pm – 2:50 pm and Discussion Section

J. Bianchini

The Middle Ages saw the evolution of the Europe we know today—geographically, socially, and culturally. This course explores Europe's roots in the Roman Empire; the formation of new kingdoms and new identities in the wake of the empire's disintegration; the emergence of the classically "medieval" culture of knighthood and courtly love; the many roles of religion; and the repeated crises that threatened to destroy medieval innovations. How did the small and struggling kingdoms that succeeded Roman imperial power in Western Europe transform themselves, over the course of a millennium, into a group of coherent nations on the brink of world domination? What does modern culture owe to the medieval world?

CORE Social or Political History (SH)

### **HIST135: Civil Discourse or Urban Riot Why Cities Don't (Often) Explode**

TuTh 9:30 am - 10:20 am and Discussion Section

B. Cooperman

An examination of the mechanisms that promote peaceful co-existence in urban societies and a discussion of how and why city streets sometimes become violent.

### **HIST156 (01): History of the United States to 1865**

TuTh 1:00 pm – 1:50 pm and Discussion Section

M. Bradbury

The United States from colonial times to the end of the Civil War. Establishment and development of American institutions.

### **HIST156 (02): History of the United States to 1865**

MW 2:00 pm – 3:15 pm

D. McNeilly

A comprehensive survey of the history of the United States of America from its first foundation, through its colonial development, through its struggle of independence and foundation as a new republic, through its early national trials, through its drive to maturity, and finally to its collapse in Civil War. Themes will include the origins and growth of republicanism and democracy, origins of free-market capitalism, development of religious toleration, the evolution slavery, the conquest of native population, and the struggle for egalitarianism—class, gender, and race.

### **HIST157 (01): History of the United States Since 1865**

MW 12:00 pm – 12:50 pm and Discussion Section

E. Smead

This course surveys the history of America from the end of the Civil War through the 1970s and beyond. We explore the forces that shaped modern-day America, including the role of industrialization, technology, the impact of race and ethnicity, and the changing role of the federal government in the lives of American citizens. The goal is to figure out why we are the way we are.

CORE Social or Political History (SH) Course.

**HIST157 (02): History of the United States Since 1865**

TuTh 10:00 am – 10:50 am and Discussion Section

E. Landau

This course surveys the history of America from the end of the Civil War through the 1970s and beyond. We explore the forces that shaped modern-day America, including the role of industrialization, technology, the impact of race and ethnicity, and the changing role of the federal government in the lives of American citizens. The goal is to figure out why we are the way we are.

CORE Social or Political History (SH) Course.

**HIST208A (1): Historical Research and Methods Seminar: Old Bay: Environment, History, and the Chesapeake Region**

M 9:00 am – 11:00 am

J. Brideau

Prerequisite: Permission of department.

This course will introduce students to some of the major themes and approaches in environmental, and more specifically, river history. Most importantly, students will learn to see the environment as a *historical actor*, not just the stage on which human activity is set. In concert with the exploration of these historiographic and methodological issues, students will be introduced to the necessary skills required for historical research and constructing a coherent historical argument. After this introduction, students will select and focus on a research topic that explores one discrete aspect of human-hydrologic interaction in the Chesapeake region. The majority of the course will be focused on crafting individual research papers, using primary source materials, related to the Chesapeake Bay, Potomac, Anacostia Rivers, or their associated tributaries

**HIST208A (2): Historical Research and Methods Seminar: Old Bay: Environment, History, and the Chesapeake Region**

Tu 12:00 pm – 2:00 pm

J. Brideau

Prerequisite: Permission of department.

This course will introduce students to some of the major themes and approaches in environmental, and more specifically, river history. Most importantly, students will learn to see the environment as a *historical actor*, not just the stage on which human activity is set. In concert with the exploration of these historiographic and methodological issues, students will be introduced to the necessary skills required for historical research and constructing a coherent historical argument. After this introduction, students will select and focus on a research topic that explores one discrete aspect of human-hydrologic interaction in the Chesapeake region. The majority of the course will be focused on crafting individual research papers, using primary source materials, related to the Chesapeake Bay, Potomac, Anacostia Rivers, or their associated tributaries

**HIST208B (1): Historical Research and Methods Seminar: Historical Women and Gender in Twentieth Century Latin America**

M 2:00 pm – 4:00 pm

R. Gustafson

Prerequisite: Permission of department.

This course will provide an overview of the best practices, ethics, pitfalls, strengths, and weaknesses of a variety of research methodologies. Class discussions, readings, and one-on-one meetings between the students and instructor will help students develop their research skills.

In addition to improving research skills, this course is also designed to polish a student's writing skills. The class consists of numerous small writing projects which contribute to an understanding of basic concepts such as how to write a bibliographic annotation, proper citation, and how to develop paragraph topic sentences. Since this is a research class, over the course of the semester students will investigate primary sources and write an essay which will be a fifteen-to-twenty page work of original

research in which they analyze a topic in women's and gender history in Latin America.

Twentieth-century women and gender in Latin America will form the thematic backdrop for this course. The class will explore how women and men enacted and voiced their gendered beliefs and ideologies. In addition, the course gives students an opportunity to examine the history of women in the region from topics such as the struggles faced by Nobel Laureate Rigoberta Menchú Tun to the role women played in the Mexican, Cuban, and Nicaraguan Revolutions.

**HIST208B (2): Historical Research and Methods Seminar: Historical Women and Gender in Twentieth Century Latin America**

W 1:00 pm – 3:00 pm

R. Gustafson

Prerequisite: Permission of department.

This course will provide an overview of the best practices, ethics, pitfalls, strengths, and weaknesses of a variety of research methodologies. Class discussions, readings, and one-on-one meetings between the students and instructor will help students develop their research skills.

In addition to improving research skills, this course is also designed to polish a student's writing skills. The class consists of numerous small writing projects which contribute to an understanding of basic concepts such as how to write a bibliographic annotation, proper citation, and how to develop paragraph topic sentences. Since this is a research class, over the course of the semester students will investigate primary sources and write an essay which will be a fifteen-to-twenty page work of original research in which they analyze a topic in women's and gender history in Latin America.

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**HIST208F (1): Historical Research and Methods Seminar: The British Atlantic World, 1575-1875**

W 9:00 am – 11:00 am

C. Brennan

Prerequisite: Permission of the department required.

This seminar will introduce students to the skills necessary to do historical research. Students will learn how to differentiate between primary and secondary sources, identify and critique arguments in the secondary literature, perform archival research, analyze sources, and identify a coherent research methodology. Students will apply these skills by researching topics related to the British Atlantic World. Seminar readings will introduce students to methodologies used by Atlantic historians and relevant secondary literature. Readings will emphasize the interplay between Britain and the colonies on mainland North America; however, students are encouraged to expand their research focus to include Britain's involvement in the wider Atlantic World. Thematic research topics may include the exploration and discovery of the New World, race, slavery, trade, gender, sexuality, religion, imperialism and empire building, or government and politics. From these and other relevant topics, students will design and complete a research project that places Great Britain and its colonies into an Atlantic context.

**HIST208F (2): Historical Research and Methods Seminar: The British Atlantic World, 1575-1875**

Tu 9:00 am – 11:00 am

C. Brennan

Prerequisite: Permission of the department required.

This seminar will introduce students to the skills necessary to do historical research. Students will learn how to differentiate between primary and secondary sources, identify and critique arguments in the secondary literature, perform archival research, analyze sources, and identify a coherent research methodology. Students will apply these skills by researching topics related to the British Atlantic World. Seminar readings will introduce students to methodologies used by Atlantic historians and relevant secondary literature. Readings will emphasize the interplay between Britain and the colonies on mainland North America; however, students are encouraged to expand their research focus to include Britain's involvement in the wider Atlantic World. Thematic research topics may include the exploration and discovery of the New World, race, slavery, trade, gender, sexuality, religion, imperialism and empire building, or government and politics. From these and other relevant topics, students will design and complete a research project that places Great Britain and its colonies into an Atlantic context.

**HIST2080 (1): Historical Research and Methods Seminar: From Fisticuffs to Friday Night  
Lights: Sports and American Culture**

Th 9:00 am – 11:00 am

P. Libero

Prerequisite: Permission of the department required.

History 208 is intended to teach history majors the skills required to do historical research work. As such, the readings and assignments for this class will focus not on learning history itself (though students will learn quite a bit about their chosen topic) but on the techniques that historians use to understand and make original arguments about the past.

Writing history comes in three parts: First, identifying, understanding, and critiquing the arguments other historians have made about the topic (so-called “secondary sources”). Second, finding and analyzing the primary sources that form the basis of the historical record. Third, combining these two pieces into a coherent and thoughtful interpretative work of history, offering an original argument about the topic. The common readings for this class and the discussions we will have during our group meetings will therefore be structured to help students progress through these three steps. The result will be a work of original historical research that builds on existing knowledge to further our understanding of a particular topic.

Through the lens of sport, historians have examined labor unions, public health, international relations, and myriad other topics. The topic of this course, “sports and American culture,” tasks students with examining the way that sports have affected, and been affected by, American ideas and attitudes. This is a field of nearly limitless possibilities, but students must be able to do primary research on their topic in just a semester's time. That not only means that topics must be narrowly tailored thematically and temporally, but most likely they will also be limited by the availability of sources. The university libraries offer considerable resources on state, local, and university history, and so most topics should be based on that level. Some possible broad subjects might be the evolution of women's sports on campus, the relationship between state or local government and sports franchises, or the cultural importance of notable athletes (like Lenny Bias or Doug Williams).

**HIST2080 (2): Historical Research and Methods Seminar: From Fisticuffs to Friday Night  
Lights: Sports and American Culture**

Tu 11:00 am – 1:00 pm

P. Libero

Prerequisite: Permission of the department required.

History 208 is intended to teach history majors the skills required to do historical research work. As such, the readings and assignments for this class will focus not on learning history itself (though students will learn quite a bit about their chosen topic) but on the techniques that historians use to

understand and make original arguments about the past.

Writing history comes in three parts: First, identifying, understanding, and critiquing the arguments other historians have made about the topic (so-called “secondary sources”). Second, finding and analyzing the primary sources that form the basis of the historical record. Third, combining these two pieces into a coherent and thoughtful interpretative work of history, offering an original argument about the topic. The common readings for this class and the discussions we will have during our group meetings will therefore be structured to help students progress through these three steps. The result will be a work of original historical research that builds on existing knowledge to further our understanding of a particular topic.

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**HIST208V (1): Historical Research and Methods Seminar: From Ellis Island to El Paso to Buenos Aires: Immigration in the Americas, 1850-2**

Th 11:00 am – 1:00 pm

D. Richter

Prerequisite: Permission of the department required.

The purpose of this course is to introduce undergraduate history majors to the skills necessary to research and write original historical scholarship. Students will learn primarily how to develop a research topic and research plan, to interpret primary sources relevant to the research, and to use this analysis to construct an argument that contributes an explanation to a historiographical “problem.” In accomplishing this primary goal, students in this course will be asked to consider the marked importance of immigration in the history of the United States and other countries in the Western Hemisphere. Another way to think of this question is to ask why people immigrate to certain places—for instance, why do people arrive in the United States? Also, why did certain emigrations from countries or regions in Europe or Asia outpace other sending societies at different historical moments, or what accounts for why certain racial classifications exclude some people from entering the United States? Additionally, how did the United States and other countries in the Americas share and differ in their historical experiences?

**HIST208V (2): Historical Research and Methods Seminar: From Ellis Island to El Paso to Buenos Aires: Immigration in the Americas, 1850-2**

Th 2:00 pm – 4:00 pm

D. Richter

Prerequisite: Permission of the department required.

The purpose of this course is to introduce undergraduate history majors to the skills necessary to research and write original historical scholarship. Students will learn primarily how to develop a research topic and research plan, to interpret primary sources relevant to the research, and to use this analysis to construct an argument that contributes an explanation to a historiographical “problem.” In accomplishing this primary goal, students in this course will be asked to consider the marked importance of immigration in the history of the United States and other countries in the Western

Hemisphere. Another way to think of this question is to ask why people immigrate to certain places—for instance, why do people arrive in the United States? Also, why did certain emigrations from countries or regions in Europe or Asia outpace other sending societies at different historical moments, or what accounts for why certain racial classifications exclude some people from entering the United States? Additionally, how did the United States and other countries in the Americas share and differ in their historical experiences?

### **HIST211: Women in America Since 1880**

MW 1:00 pm – 1:50 pm and Discussion Section

R. Muncy

*Also offered as WMST211. Credit will be granted for only one of the following: HIST211 or WMST211.*

An examination of women's changing roles in working class and middle class families, the effects of industrialization on women's economic activities and status, and women's involvement in political and social struggles including those for women's rights, birth control, and civil rights.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course. Also satisfies UPS and Social Science requirements in the new General Education program.

### **HIST213: History of Sexuality in America**

MW 12:00 pm – 12:50 pm and Discussion Section

C. Lyons

*Credit will be granted for only one of the following: HIST213 or HIST2190. Formerly HIST2190.* This is an introductory survey course on the history of sexuality in the United States. The course explores the social construction of sexualities from the first colonial settlement to the modern era. It focuses on the historical meanings given to sexuality and the political uses of sexuality in the past. The course will focus on the United States, but will begin with the history of sexuality in early modern Europe to facilitate our understanding of sexuality in colonial North America. Then we will proceed through the chronological development of the history of sexuality in the North American territory that becomes the United States. We will explore the dominant and alternative constructions of sexuality; trace the changing and contested meanings of sexuality; and explore the implications of these understandings of sexuality for power relations in U.S. history.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

### **HIST219B: Rebellious Women**

TuTh 11:00 am – 11:50 am and Discussion Section

G. Gullickson

Also offered as WMST 298G. Credit will be granted for only one of the following: HIST 219B or WMST 298G. This course examines British, French, and American women who rebelled against the laws and cultural ideas that restricted women in their era. It asks 1) why didn't these women just follow the rules, 2) what did they want, 3) how have images and opinions about them changed over time, 4) what were the consequences of their rebellions for themselves and for society, and 5) would we consider them rebellious today? The rebellious women we will study include women who wanted to be doctors, women who opposed slavery, women in the French Revolution, women who wanted the right to vote (the British suffragettes and American suffragists), women who wanted to be ministers and rabbis, women who participated in the American Civil Rights movement, women scientists, women who were sexual rebels and worked for sexual liberation, women who wanted to legalize birth control, and twentieth-century feminists.

### **HIST219Q: Special Topics in History: American Social Violence**

MW 7:35 am – 8:50 am

E. Smead

Permission Required: Restricted to Young Scholars students. Enrollment by Office of Extended Studies permission only.

**HIST219W: Special Topics in History: Middle East & North Africa in the 20th Century**

MW 12:00 pm – 12:50 pm and Discussion Section

R. Matthee

**HIST221: Asian American History**

MW 9:00 am – 9:50 am and Discussion Section

L. Mar

*Formerly: HIST219M and HIST219G. Also offered as AAST201. Credit will be granted for only one of the following: AAST201, HIST219G, HIST219M, or HIST221.* Introduction to the history of Asian Americans in the United States and the Americas and to the field of Asian American Studies, from an interdisciplinary perspective. Topics include theories of race and ethnicity; Asian migration and diaspora to the Americas; Asian American work and labor issues; gender, family, and communities; nationalism and nativism, and anti-Asian movements; Asian Americans in World War II, the Cold War, and the issues in the civil rights & post-civil rights era.

CORE Social or Political History (SH)

**HIST222: Immigration and Ethnicity in America**

MW 11:00 am – 11:50 am and Discussion Section

L. Mar

*Also offered as AAST222. Credit will be granted for only one of the following: AAST222, AAST298A, HIST219L or HIST222. Formerly HIST219L.* The history of immigration and the development of diverse populations in the United States are examined. Topics include related political controversies, the social experiences of immigrants, ethnicity, generations, migration, inter-group relations, race and diversity in American culture.

**HIST225: Modern Military History, 1815-Present**

MW 9:00 am – 9:50 am and Discussion Section

N. Lambert

This course will survey the military history of the world from 1815 to the present, with the emphasis on the experience of Europe, the United States, and Japan. It will examine the manner in which changes in the economic, social, and political structures of great powers, and in the great power system, influenced the development of military and naval institutions. This interrelationship between military and naval institutions on the one hand, and alterations in economic, social, political, and international relations structures on the other, will in turn provide the basis for the study of strategy, operations, tactics, logistics, and weapons technology. Particular attention will be paid to the following issues: the reciprocal relationship of national defense activity on the one hand, and economics, social dynamics, politics, and culture on the other; the effects of technological change on warfare; directed military self-transformation as a strategic variable; the declining correlation between national military strength and the ability to provide security against certain kinds of military threats [i.e., terrorist attacks]; and especially the security implications of the increased integration of the global economy.

This course is the second of a two-semester sequence, the first semester having covered the period 1494-1815.

**HIST233: Empire! The British Imperial Experience 1558-1997**

TuTh 11:00 am – 11:50 am and Discussion Section

A. Rush

*Credit will be granted for only one of the following: HIST219P or HIST233. Formerly HIST219P.* This course examines the British Empire from its origins in Elizabethan England to its symbolic end when Britain returned Hong Kong to the Chinese in 1997. With an emphasis on encounter and migration (of people, goods and ideas) we will consider how the countless men and women involved in the empire story - from merchants to pirates, slaves to missionaries, soldiers to settlers, nannies to nationalists - profoundly changed Britain and the wider world. The course deals with the workings of British

colonization (and de-colonization) in the Caribbean, Australia, the Mediterranean, South Asia, North America, the Middle East, Ireland and Britain itself. Topics addressed include (but are not limited to) slavery and captivity, sea power, identity, trade and settlement, liberty and civil rights, humanitarianism and violence.

CORE Diversity (D) Course.

### **HIST235: History of Britain 1461 to 1714**

TuTh 9:30 am – 10:45 am

S. Baron

This class examines the massive changes that swept England and the British Isles between 1455 and 1714. We shall focus in particular on the political history of the period, but we will also be exploring other dimensions of English life, such as religion, culture, warfare, and everyday human existence. These years saw remarkable transformations and upheavals, including the Wars of the Roses, the Reformation, the birth of Puritanism, the Great Migration to New England, the English Revolution, the incorporation of Scotland and Ireland into an incipient “British empire,” and the so-called “commercial” and “financial” revolutions of the later seventeenth century. All of these subjects will be illuminated over the course of this semester.

CORE Social or Political History (SH)

### **HIST236: History of Britain 1688 to Present**

MW 1:00 pm – 2:15 pm

J. Taddeo

British history from the Glorious Revolution of 1688 to the present. The revolution of 1688; the structure of 18th-century society and politics; economic and social change in the industrial revolution; 19th and 20th-century political and social reform; imperialism; the impact of the First and Second World Wars on British society; the rise of youth culture; concerns about Britain’s “decline” after WWII

CORE Distributive Studies, Social or Political History

### **HIST237: Russian Civilization**

TuTh 9:30 am – 10:45 am

J. Corcoran

An overview of Russian history stressing the main lines of development of the Russian state and the evolution of Russian culture to the present day.

### **HIST240: Europe in the Twentieth Century**

TuTh 12:30 pm – 1:45 pm

J. Corocran

*Not open to students who have completed HIST337. Credit will be granted for only one of the following: HIST240 or HIST337. Formerly HIST337.* Political, cultural and economic developments in 20th-century Europe.

### **HIST251: Latin American History II**

TuTh 11:00 am – 11:50 am and Discussion Section

D. Williams

HIST 251 is an introductory survey of the history of Latin America from the era of independence (c. 1800-1825) through the early 1980s. The course explores the historical evolution of the political economy and the political culture of Spanish and Portuguese America, paying close attention to selected historical figures, trends, concepts, and events that help shape our understanding of modern Latin America. Recurrent themes to be discussed include colonialism and independence, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and interamerican relations.

CORE Social or Political History (SH) Course. CORE Diversity (D) Course.

**HIST266: The United States in World Affairs**

MW 2:00 pm – 3:15 pm

E. Smead

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

**HIST283: History of the Jewish People II**

MW 10:00 am – 10:50 am and Discussion Section

K. Manekin

*Credit will be granted for only one of the following: HIST283, HIST283H, JWST235, or JWST235H.*

Political, economic, social, religious and cultural development within Jewish history from the end of Middle Ages to the present. Special attention to modern Jewish political movements, and the rise of the contemporary American Jewish community . Also offered as JWST235. CORE Social or Political History (SH) CORE Diversity (D) Course

**HIST285: East Asian Civilization II**

MW 1:00 pm – 1:50 pm and Discussion Section

J. Gao

A survey of the historical development of modern Asia since 1800. Primarily focuses on East Asian responses to sustained internal crises, the equally sustained quests for resolution, and the divergent paths along which their quests carried them. A secondary focus is the nineteenth-century convergence of Asian crises and Western "intrusion" and how the convergence complicated Asians' search for solutions. Finally, the course moves to discussion of changing roles of the East Asian countries in the contemporary world.

**HIST289A: Hot Spots: Violence, Catastrophe and Civilian Conflict in Worldwide Historical Perspective**

MW 11:00 am – 11:50 am and Discussion Section

P. Landau

**HIST289B: Carbon: Element at the Center of History**

TuTh 2:00 pm – 2:50 pm and Discussion Section

R. Friedel

How has our society come to be so dependent on the small classes of materials described as "carbon?" How has it come to recognize that dependence as not only a central element of modern geopolitics but also as leading to a host of environmental concerns, capped but not exhausted by the worldwide anxiety over global warming? This course uses historical approaches with an interdisciplinary character to examine these questions and provide students with the intellectual tools to pursue the answers, not only within the context of the course but also beyond in their other academic efforts and, hopefully, in their lives and careers. This is an I-Series course.

**HIST289E: Pursuits of Happiness: Ordinary Lives in the American Revolution**

MW 9:00 am – 9:50 am and Discussion Section

R. Bell

What is happiness and how do we pursue it? In America before, during and after the Revolution, that simple question became a national obsession. Thomas Jefferson and the other famous founding fathers committed to the protection of private property and the restoration of traditional political liberties thought they knew. But what did happiness mean to ordinary people? What did happiness mean to soldiers, to midwives, to clerks, to smugglers, to shopkeepers, to shoemakers or to slaves – to the men and women, European, Indian and African, on whom the success or failure of the revolutionary movement would ultimately rest?

This I-Series course will challenge us to examine a familiar topic – the American Revolution – from an unfamiliar perspective. It seeks to shift our understanding of the causes, meanings and consequences of America's founding conflict by confronting us with the textual traces left by ordinary people. It invites

us to discover how the people at the bottom of society understood convenient catchwords like liberty, tyranny, democracy, and revolution, and challenges us to develop the quantitative, analytical and interpretive skills that practicing historians use daily.

### **HIST289I: Looking at America through a Global Lens**

MW 10:00 am – 10:50 am and Discussion Section

S. Giovacchini

**“America is powerful and original; America is violent and abominable. We should not seek to deny either of these aspects, nor reconcile them.”**

Writing these words in the 1980s French philosopher and sociologist Jean Baudrillard was trying to make sense of the ambivalence that the French, and the entire world, had felt toward the United States since their founding. Baudrillard attempted to make this unsolved dualism, the center of his interpretation of America. Dichotomies, contradictions, oxymora were the vital core of America and could not be marginalized, or simplistically avoided. America was not a supermarket where one could pick up the last record by Bob Dylan while ignoring the foreign or domestic policy of Richard Nixon. America had to be understood as a functioning whole made of contradictory parts, or not understood at all.

Baudrillard was just one in a long line of philosophers, artists, novelists, travelers and historians who had tried to make sense of America. Since their founding, the United States have been involved in an intense social, economic, but also cultural exchange with the world. The nature of this exchange has evolved across time. With the exception of coerced and voluntary migrants, in the early 19<sup>th</sup> century relatively few of those who had not been born there had a direct experience of the United States. For those who cared about this land, America was a “vision” something that could perhaps be used as a starting point to make broader ones, perhaps about the direction and development of democracy. By the end of World War II, U.S. influence had grown more concrete and far-reaching, and the debates about America had become more intense and more urgent. All over the world, many felt the economic, cultural, and social impact of the United States – what historians Charles Bright and Michael Geyer call “off-shore America” -- in their own lives. Many also saw the United States as the embodiment of what their own societies were to become. For some this was an enticing possibility, for others it was an ominous prospect.

Divided into seven, two-week. segments and a concluding week of discussion, this course means, at one level, to explore two of the key terms of contemporary public discourse: Americanism and anti-Americanism. **Looking at America** will focus on a thematic approach to the study of foreign -- negative and positive -- perceptions of America. My goal is to encourage students’ critical thinking rather than to achieve an exhaustive treatment of this complex subject. Thus, in the segments titled “America as Woman,” “America as Man,” “America as Modernity,” “America as Mass Culture” we shall look at some of the various embodiments of America in the imaginary of people living outside of it.

The structure of this course will perforce be interdisciplinary. Students will be asked to peruse a set of secondary readings produced by historians as well as cultural critics alongside a set of primary sources that will include novels, music, art and film.

At a second level, this course wants to use the act of “looking at America” as a case study to explore the way we “look” at other peoples and nations. What does “judging another nation” really mean and entail? How can we collapse a nation and a people into a single image or even a complex theorization? This part of the course will, in some sense, turn the tables, encouraging the students to examine their own

way of “looking at” other, non US, peoples and nations. For example, is there an American Europeanism or anti-Europeanism? My hope is to use the case of Americanism and anti anti-Americanism to show the students how we know, or we think we know, other peoples and other nations. The segments “Points of View”, “Through a Glass Darkly,” and “Europeanism and Anti-Europeanism” mean to address these questions.

**HIST289J: History of the American Dream**

MW 12:00 pm – 12:50 pm and Discussion Section

M. Ross

**HIST299: Directed Research; (1-3 credits)** Grade Method: REG/P-F/AUD. Individual Instruction course: contact department or instructor to obtain section number.

**HIST307: The Holocaust of European Jewry**

TuTh 12:30 pm – 1:20 pm and Discussion Section

M. Rozenblit

*Also offered as JWST345. Credit will be granted for only one of the following: HIST307 or JWST345.* Roots of Nazi Jewish policy in the 1930's and during World War II: the process of destruction and the implementation of the "final solution of the Jewish problem" in Europe, and the responses made by the Jews to their concentration and annihilation.

**HIST319N: Special Topics in History: A Modern History of Korea**

TuTh 2:00 pm – 3:15 pm

C. Lilley

**HIST324: Classical Greece**

TuTh 2:00 pm – 3:15 pm

K. Holum

This course treats the history and culture of the Greek city-states in the archaic and classical periods. Studied in depth are: the "World of Achilles and Odysseus" represented in Homeric poetry; the rise of the city-state, the Persian wars and conflict between Athens and Sparta; and Athenian culture in the age of the Sophists and Socrates.

**HIST326: The Roman Republic**

MW 11:00 am – 12:15 pm

A. Eckstein

*Prerequisite: HIST110 or HIST111; or permission of instructor.* Ancient Rome 753-44 B.C., from its founding to the assassination of Julius Caesar. Rome's conquest of the Mediterranean world, the social and political forces which brought it about, and the consequent transformation and decline of the republic.

**HIST331: Europe in the High Middle Ages: 1000-1500**

TuTh 11:00 am – 12:15 pm

J. Bianchini

*Also offered as RELS341. Credit will be granted for only one of the following: HIST331 or RELS341.* Between the years 1000 and 1500, Europe transformed itself from a crowd of struggling and mutually hostile lordships into a group of coherent nations on the brink of world empire. We will identify the reasons for these changes, with particular attention to Europe's evolving perceptions of itself. How did ideas such as monarchy, family, faith, and wealth develop in the consciousness of medieval Europeans? How were the geographical and cultural borders of Europe defined, and with what consequences?

**HIST333: The European Reformations**

MW 2:00 pm – 3:15 pm

P. Soergel

*Prerequisite: HIST111, HIST112, or permission of instructor.* Examination of developments in European religion between 1450 and 1700; the late-medieval Church and its critics; rise of Protestant thought in Germany and its spread throughout Europe; reform efforts in the Catholic Church; religious wars and violence and their impact on state and society; consequences of religious reform in society and its impact on the family and women.

**HIST355: Civil War and the Rise of Industrialization, 1860-1900**

TuTh 2:00 pm – 3:15 pm

E. Landau

*Prerequisite: HIST156, HIST157, HIST210, HIST213, HIST222, HIST254, HIST255, or HIST275; or permission of instructor. Credit will be granted for only one of the following: HIST355 or HIST364.*

Civil War, sectional and class conflicts and their impact on American life and institutions from the beginning of the Civil War through the Gilded Age; social, economic, and political reconstruction of the Union; industrialization, urbanization, and technological changes.

**HIST356: Emergence of Modern America, 1900-1945**

MW 11:00 am – 12:15 pm

K. Keane

*Prerequisite: HIST157, HIST211, HIST213, HIST222, HIST255, HIST265, or HIST275; or permission of instructor.* The emergence of modern institutions and identities, 1900-1945. These institutions may include corporate enterprises and the welfare state; identities include homosexuality, the New Woman and the New Negro.

**HIST357: Recent America: 1945-Present**

TuTh 12:30 pm – 1:45 pm

A. Moss

*Prerequisite: HIST157, HIST211, HIST213, HIST222, HIST255, HIST265, or HIST275; or permission of instructor.* In History 357 students study, analyze, and reflect on critical themes in the history of the people of the United States from the close of World War II to the present. Special focus is given to the historical impact of the following transformative dynamics in United States History: the Cold War; the mid-20th century Civil Rights and Black Freedom Movements; the Women's Liberation Movement; the Gay, Lesbian, Bisexual, Transgender Movement for Equality and Respect; and consumerism.

**HIST386: Experiential Learning**

*Prerequisite: permission of department. Junior standing.* The History Department's Internship program. Pre-professional experience in historical research, analysis and writing in a variety of work settings.

**HIST396: Honors Colloquium II**

W 2:00 pm – 4:00 pm

R. Bell

*Prerequisite: HIST395 or permission of department. For HIST majors only.* Uses a seminar approach to examine a major problem of historical interpretation across two or more diverse cultures in different periods. Topics vary and include: religion and society, the city in history, gender, slavery and emancipation, and modernization.

**HIST398: Honors Thesis**

M 1:00 pm – 3:00 pm

D. Freund

*Prerequisite: permission of department.*

**HIST404: History of Modern Biology**

TuTh 3:30 pm – 4:45 pm

L. Darden

This is a combined history and philosophy of modern biology course. The historical cases to be examined are nineteenth and twentieth century evolutionary theory, ecology, and molecular biology.

Readings include both primary and secondary historical sources and papers on philosophical issues raised in each case. Participation in class discussions is expected. Some knowledge of contemporary biology is recommended.

This course is appropriate for history, philosophy, and biological science majors, STS and Life Science Scholars, science journalists, and biology teachers. Graduate students who wish to take the course at the 600 level should contact the instructor; additional requirements apply. Also offered as Phil 458B, Phil 688B

**HIST405: Environmental History**

MW 2:00 pm – 3:15 pm

T. Zeller

This course introduces one of the most exciting and active fields in history, exploring the interactions between humans and their natural environment. Beginning with a look at the biological and geophysical conditions of human existence and development, the course will quickly survey some of the writings on the environmental impact of early cultures, both Western and non-Western. The focus will then shift to the Western experience, with most of the emphasis in the latter part of the course on Europe and North America. Issues will include the interaction between technology and the environmental effects of agriculture, industry, and urbanization; the development of environmental ethics; and the shifting elements of the public debate over environmental rights and responsibilities.

**HIST408A: Senior Seminar: Invention, Economy & Society in Making of Modern America**

Tu 11:00 am – 1:00 pm

R. Friedel

Prerequisite: permission of department.

This course will use a series of case studies to explore the historical sources and writing surrounding the creation of the modern American economy through technological innovation in the half century from 1875 to 1925. This period saw an astonishing series of inventions, largely of American origin, that led to the re-organization of urban life, the restructuring of manufacturing and agriculture, and the transformation of transportation. Telephones, electric light and power, the automobile, the airplane, radio, and new materials and crops have all been studied by historians. We will take a careful look at how historians have used a variety of source materials to construct a range of narratives and interpretations.

**HIST408B: Senior Seminar: American Social & Political Movements in the 1960s & 1970s**

Tu 12:00 pm – 2:00 pm

K. Keane

Prerequisite: permission of department.

**HIST408E: Senior Seminar: The War of 1812**

W 1:00 pm – 3:00 pm

W. Ridgway

Prerequisite: permission of department.

**HIST408J: Senior Seminar: The Modern Babylon: A Cultural History of 19th Century London**

M 10:00 am – 12:00 pm

J. Taddeo

*Core Capstone (CS) Course. Prerequisite: Permission of Department. HIST majors only.* This course will use a variety of primary and secondary sources to explore 19<sup>th</sup> century London. More than a backdrop, the city is its own character, often described as a “modern Babylon”-- dangerous yet irresistibly exciting. We will examine the urban scene as the site of distinctly gendered spaces, including its interiors as well as exteriors, from parlors to sewers, from the East End to the West End. Along the way, we’ll meet prostitutes, lady shoppers, the Queen, criminals, radical activists, and the urban anthropologists, novelists, and journalists transfixed by the city’s inhabitants. Some of the issues to be

addressed include the policing of urban sexuality, the social impact of liberal reform legislation, class, gender, and race relations within the city, and the cultural relationship between London and the British Empire. This is a readings seminar.

**HIST408K: Senior Seminar: Early American History**

Th 10:00 am – 12:00 pm

M. Bradbury

Prerequisite: permission of department. Research in selected topics in Early American History.

**HIST408M: Senior Seminar: Literature and Empire**

Tu 2:00 pm – 4:00 pm

A. Eckstein

Prerequisite: permission of department.

**HIST408O: Senior Seminar: Life Histories of African Women**

W 11:00 am – 1:00 pm

H. Jones

Prerequisite: permission of department.

This course explores the role of women and gender in African history. It is a senior capstone course for history majors based on critical reading of monographs, scholarly articles, life histories and autobiographies. We will examine themes including slavery, pre-colonial African states, colonialism, socio-economic change and nationalism. Students are required to produce a six to seven critical essays examining the scholarship on this topic.

**HIST408Q: Senior Seminar: Jews and the Urban Environment**

Th 2:00 pm – 4:00 pm

B. Cooperman

Prerequisite: permission of department.

Jews are arguably the most urbanized ethnic community in the world, and they have been a "city people" since at least the tenth century. How has this affected Jewish life and Jewish ways of thinking? Or to put the question the other way around, how have Jews conceived of the city, how have they negotiated its space, and how have they constructed urban space, their own and that of others in the diaspora and, more recently, in modern Israel? Using a variety of sources (from archival documents to photographs, from histories to literature), and disciplinary approaches (sociology, economics, anthropology, geography, urban studies), students will explore the Jewish urban experience in different lands and time periods. Individual research topics will be worked out with the professor in accord with students' interests and background."

**HIST408X: Senior Seminar: Piracy and Empire in the Early Modern Atlantic World**

Tu 12:00 pm – 2:00 pm

H. Brewer

Prerequisite: permission of department.

This course will focus on piracy and privateering from the sixteenth through eighteenth centuries. While of course we will read the primary sources on individual pirates such as Blackbeard and Captain Kidd and others, we will use these as a wedge into bigger issues about the European nations' struggles over empire in the New World. How and why did piracy change from being largely legal (for the English, in particular) to being one of the most heinous crimes? We will explore how the boundaries between legality and illegality shifted and how those were contested at this crucial juncture in the origins of nations and modern ideas about justice. For context we will read about maritime trade (including the slave trade), the Navy, and struggles over empire and over power within empire in the early modern Atlantic. We will draw on recent, interesting work that raises issues of class/democracy/culture/power/trade/law/war/empire). The new work also raises rich methodological issues. What is particularly interesting to me is how the very discourse about piracy is imbricated in the debates about the nature of power in the early modern world (e.g. in the writings of Defoe).

This is a research seminar. Much of your grade for the class will depend on your final paper. For that final paper, you need to find and work with primary sources (of various kinds, including perhaps even objects) to put together your own piece of original research. Pirates lived in and around Maryland and Virginia; Privateering remained popular and important militarily during the American Revolution and War of 1812. So look at local archives for sources...! There is also increasing access to sources online. We will explore some of those through the library.

**HIST416: History of Slavery and the Slave Trade in Africa**

MW 2:00 pm – 3:15 pm

H. Jones

*Credit will be granted for only one of the following: HIST416 or HIST419Y. Formerly HIST419Y.* Examines the history and impact of the slave trade on African states, societies, and economies. Investigates the meaning of slavery in Africa, the local uses of slavery there and Africa's connections to the Trans-Saharan, Red Sea and Trans-Atlantic slave trades.

**HIST418D: Jews and Judaism: Selected Historical Topics: Readings in Modern Hebrew: Hasidism and its Opponents**

MW 2:00 pm – 3:15 pm

K. Manekin

Prerequisite: HEBR313 or permission of the instructor. Selected readings from major early Hebrew Hasidic and anti-Hasidic texts. Emphasis will be placed on the central personalities, innovations, dissemination of ideas, and battles. Also offered as JWST478M.

**HIST419D: Special Topics in History: Islam in Europe**

Tu 2:00 pm – 4:00 pm

M. Zilfi

Also offered as RELS419D. Credit will be granted for only one of the following: HIST419D or RELS419D.

The course looks at the historical experiences and impacts of the Muslim presence in Eastern and Western Europe before and since the mass migrations of the twentieth century. The course introduces conceptual and practical issues in Islam-Europe studies, and then considers the varied and complex relationships of historical and contemporary Muslim communities and immigrant groups to their European political and civilization environment. Although the course begins with an examination of Muslims in Eastern Europe in the era of the Islamic Ottoman Empire, the focus is on the twentieth century, Western Europe, and Muslims as non-governing minorities. Readings and discussions encourage students to understand the ethnic, cultural, and experiential diversity of Europe's Muslim populations, the nation-specific responses to their presence, and the multiplicity of accommodations, conflicts, and trends in the meeting between Muslim populations and European states and societies.

**HIST419O: Special Topics in History: Afro-Diasporic Dialogues in the Americas**

MW 11:00 am – 12:15 pm

D. Sartorius

Recommended Prerequisites: One of the following: HIST 122, 123, 250, 251, 254 or 255

The African Diaspora is a concept that attempts to comprehend the shared experiences of African-descended peoples throughout the world, particularly in the Americas. While many of those peoples identify with a particular nationality—being Brazilian, Cuban, or from the United States above or alongside being black, of color, or of African descent—many of them have forged connections with each other across national boundaries. This class will use novels, memoirs, and recent historical scholarship to explore the history of the connections that Afro-Latin Americans and Afro-North Americans have created in the nineteenth and twentieth centuries. Ultimately, the course will help us understand the historical possibilities and limitations of conceiving of African Americans as a hemispheric, transnational social group.

## **HIST419V: Special Topics in History: Origins of the Constitution**

TuTh 9:30 am – 10:45 am

H. Brewer

This class will explore the long-term origins of the U.S. Constitution, beginning in the early seventeenth century. We will seek to retrace the intellectual, political, social and cultural debates and struggles over principles of power, natural rights and the so-called “rights of Englishmen.” In doing so we will connect the law-reform movements that emerged during England’s two seventeenth century revolutions to those that emerged during America’s revolution in the late eighteenth century. We will also examine the charters of the various colonies and how those morphed into state constitutions in the wake of the Revolution, and of the changing connections between colonial/imperial authority and how that shaped the state/federal relationship. We will pay particular attention to legal rights such as habeus corpus, freedom of religious worship and speech, trial by jury, and freedom of assembly, among many others. We will also focus not only on the foundations of the lower houses of assembly, which we associate, roughly speaking, with democratic or republican government, but on the other elements of the power structure in different colonies, and how those changed over time, and in response to what pressures. Broader questions about the connections between the British empire and its colonies and the establishment and protection of monopolies and patronage will also be important to the course.

While many scholars have seen the “rights of Englishmen” and the structures of power as somehow constant concepts in early American society, they were instead the subject of fierce contests and struggles over this period, in defining them as much as establishing them. The colonies were profoundly different in their laws and organizations of power. We will try to understand then not only differences over time, but to explain the variations among the colonies and connect those to the power structure of empire and also to local control. While we may not arrive at all the answers to these big questions in this course, your goal is to come to insights of your own based on these deep readings in the primary and secondary sources, both for in class discussions as well as your written work in the short paper and your final research paper.

## **HIST425: Imperial Russia**

TuTh 9:30 am – 10:45 am

M. Dolbilov

This class covers the period from the late 17<sup>th</sup> to the early 20<sup>th</sup> century. We will be exploring the transformation of old Muscovy into a young imperial state under the westernizing rule of Peter the Great; further achievements and failures in its west-, south- and eastward expansion and in staking claims to the status of great European power; the autocracy’s reformist undertakings and their impact on the society. Last but not least, we will turn to the early 20<sup>th</sup> century revolutionary outbursts that eventually led up to the collapse of the Romanov dynasty and its multiethnic empire in the (ill-)famous revolution of 1917.

To help us capture the driving forces behind this dizzying evolution, the course’s focus will be on the intersection of political processes, social developments, and cultural perceptions. This enables us to see the history of imperial Russia as a story of diversity and fluidity that has been often presented in the guise of homogeneity and rigid hierarchy. We will look at the landmarks of Russian imperial history through the prism of many overlapping oppositions. They include imperial megalomanias vs. a tenacious inferiority complex about the West; the autocratic political order vs. dramatic undergovernment at a grass roots level; an emerging project of nation-state vs. pre-modern patrimonial legacies; the legal chasm between nobles and peasants vs. porous borders between the estates and a relatively high social mobility; the flowering “elite” culture vs. mass illiteracy among the lower classes; etc.

In different contexts, a great share of our attention will be devoted to the logic and motives of individual actors, be they, say, Russian officials, Polish landlords, Jewish merchants, or Ukrainian peasants. We will be reading both secondary literature and primary sources, including memoirs and Russian literary classics (Turgenev, Tolstoy). The latter should serve not only as glimpses into daily life of people of the past, but also as impetus to our reflections on how belles-lettres might have contributed to shaping political-social discourses and practices

**HIST428A: Selected Topics in History: Chinese Cities and Frontiers**

MW 11:00 am – 12:15 pm

J. Gao

A survey of the Chinese urban development as a process of city-building and frontier exploration. It will discuss issues of modernity, identity, ethnicity, community formation, and gendered experiences in urban settings. The course is topically organized and through case studies of major capital, industrial, tourist, interior, and frontier cities. The emphasis is on the twentieth century but some discussion will trace back to traditional China.

**HIST428I: Selected Topics in History: Poverty and Social Policy in the United States**

TuTh 9:30 am – 10:45 am

S. Michel

Americans have been concerned about poverty and the poor since the earliest days of settlement in North America. The identity of the poor, the causes of poverty, and appropriate remedies for it, have all been matters of ongoing debate. This course will examine changing definitions of poverty and attitudes toward the poor from the seventeenth century to the present, tracing the development of poverty policy from the colonial period, when the poor were “auctioned off” to the lowest bidder, through the poorhouses and asylums of the nineteenth century, to the debates over welfare and workfare in the twentieth century. We will look at private charity and public laws and institutions, with particular attention to the ways in which race, ethnicity, gender, (dis)ability, and sexuality have affected perceptions of the poor in different times and places. We will consider poverty and social policy not as isolated phenomena but as an integral part of American political development and a key determinant of what constitutes social citizenship in the U.S.

The course will be based on a lecture-discussion format. Readings will include historical studies and a selection of primary sources. There will be a take-home midterm examination, a term paper, and a final examination.

**HIST428O: Selected Topics in History: History of Slavery**

MW 11:00 am – 12:15 pm

I. Berlin

**HIST430: Tudor England**

TuTh 12:30 pm – 1:45 pm

S. Baron

An examination of the political, religious and social forces in English life, 1485-1603, with special emphasis on Tudor government, the English reformation and the Elizabethan era.

**HIST455: Constitutional History of the United States: Since 1860**

MW 2:00 pm – 3:15 pm

M. Ross

The purpose of this course is to introduce you to main ideas in American legal history from the Civil War through the 1980s. Unlike a constitutional law course, this class will focus on both how law shaped and was shaped by the larger historical context. Often Americans take their legal system for granted and do not question how or why it became the system it is today. In this class we will discuss the ways in which American law evolved over time and the factors that caused that evolution. Key questions we

will ask include: Who has benefited from American law? Have any groups—rich or poor, black or white, male or female—benefited disproportionately from our legal system? Has American law been unfairly skewed in favor of businesses and property holders or has it been crucial to the nation's economic success? Has American law shaped or been shaped by historical events? Which civil liberties have been important to U.S. citizens and why? And were those civil liberties protected during the period between the Civil War and today?

**HIST461: Blacks in American Life: 1865 to Present**

TuTh 9:30 am – 10:45 am

A. Moss

*Prerequisite: HIST157, HIST210, HIST211, HIST222, HIST254, HIST255, HIST265, or HIST275; or permission of instructor.* The role of the Black in America since slavery, with emphasis on 20th-century developments: migration from farm to city; growth of the civil rights movement; the race question as a national problem.

CORE Diversity (D) Course.

**HIST462: The United States Civil War**

TuTh 2:00 pm – 3:15 pm

L. Rowland

*Prerequisites: HIST156, HIST210, HIST213, HIST222, HIST254, or HIST275; or permission of instructor.*

This course examines the most momentous crisis in the history of the United States. It opens with an overview of American society, North and South, in the mid-nineteenth century, followed by an examination of the growing sectional conflict and the coming of war. The second half of the course focuses on the war itself. Topics include the resources and strategies of the warring societies; mobilization for war; political, social, and economic developments on the home front; how a war to preserve the Union became a war against slavery; and the role of slaves and ex-slaves in both the destruction of slavery and the achievement of Union victory. Although military developments receive considerable attention, little time is devoted to the tactics of particular battles. Writing assignments include three formal papers (5-6 pages each), two of which are based on primary sources. Informal, in-class writing about the assigned readings constitutes a significant proportion of the course grade; students must therefore complete the assigned readings on schedule in order to do well in the course. Midterm and final examinations are essay in form.

**HIST471: History of Brazil**

TuTh 2:00 pm – 3:15 pm

D. Williams

*Prerequisite: HIST250, HIST251, LASC234, or LASC235; or permission of instructor.* HIST 471 examines the history of Brazil from the transfer of the Portuguese Court in 1808 through the military dictatorship of 1964-1985. Our primary focus will be the historical evolution of the Brazilian state, the changing definitions of a Brazilian "national" culture, and the conundrums of wealth and poverty in a "developing" economy. Recurrent themes include political organization and participation, liberalism, (under)development, nationalism, authoritarianism and redemocratization, slavery and emancipation, social organization and stratification, cultural production, race relations, gender politics, and regionalism. Throughout the course, our goal is to make the connections between political economy, political culture, and identity politics to formulate historically-sensitive interpretations of modern Brazilian culture and society.

**HIST473: History of the Caribbean**

MW 2:00 pm – 3:15 pm

D. Sartorius

Recommended Prerequisites: One of the following: HIST 112, 113, 122, 123, 156, 157, 240, 250, or 251

The Caribbean region has played a significant role in world history that belies its small size and population. From the development of colonialism and mercantile capitalism to the trans-Atlantic slave trade to emancipatory and revolutionary social movements, the history of the Caribbean sheds light on phenomena of global significance that are still in view today. This course will introduce you to that history through sustained attention to two simultaneous and related long-term developments: the maintenance of European and North American imperial enterprises and the elaboration of racial ideologies around the diversity that has characterized the island populations. Through this prism, we will be able to explore such issues as colonialism, piracy, export agriculture, slavery and emancipation, national independence movements, and tourism. The course has three sections: the early history of the Caribbean, leading up to the Haitian Revolution; nineteenth-century developments, including slave emancipation and early nationalist and independence movements; and the twentieth century, which pays particular attention to how Caribbean peoples have acted on their understandings of those two prior periods.

**HIST483: History of Japan Since 1800**

TuTh 11:00 am – 12:15 pm

C. Lilley

History 483 challenges the received wisdom of Euro-centric judgments about Tokugawa Japan (1600-1868) as a secluded, marginal, and truncated developed polity. Nor was Meiji Japan (1868-1912) merely a successful “Westernizer.” In the 20<sup>th</sup> century, Japan briefly realized its dreams of empire in Northeast Asia. Since 1945, Japanese revised their dreams about what kind of polity they wanted. They entered an era of relative introversion but also expansiveness, becoming a major player in world marketplaces. In brief, History 483 places Japan “at the center of a narrative of self-determined construction of her own destiny.”

**HIST491: History of the Ottoman Empire**

TuTh 9:30 am – 10:45 am

M. Zilfi

Critical survey of major issues in the rise and rule of the Ottoman Empire as the largest and longest-lived Islamic state in history. The course combines readings, extended discussions and lectures to explore the formation of the imperial state; conflicts and tensions in the empire’s ethnically and religiously pluralistic environment; encounters with the West; nationalism and ethnic identity in the 19th and early 20th centuries; the “women question” and the discourse on rights; slavery and abolition; World War I and the Turkish war of independence.

CORE Diversity (D)

**HIST499: Independent Study; (1-3 credits)**

Individual Instruction course: contact department or instructor to obtain section number.

Prerequisite: permission of department.