

Spring 2019 Course Descriptions

HIAF 1501: Runaways, Rebels, and Revolutionaries of the Afro-Atlantic World

La Fleur

Everywhere in the Atlantic world, Africans and their descendants resisted enslavement and then fought to free themselves. This seminar focuses on those people as seen through their most overt actions: from communities of runaways (“maroons”) in the 16th-century Gulf of Guinea islands to the eventual rise of free communities in Brazil, the Caribbean, and North America; and also Revolutionary-era enlistees fighting for freedoms; and liberation movements (“slave revolts”) throughout the Americas; and runaways generally; and concluding with U.S. Civil War “contrabands” and troops. This seminar will fulfill the College’s second writing requirement through the composition (including drafting and revision) of papers written to address the major epochs in the course – altogether four essays of about five pages each, and ultimately presented at the end of the course as a polished portfolio.

HIAF 2002: Modern African History

Mason

HIAF 2002 course explores the history of Africa from the decline of the Atlantic slave trade, in the early nineteenth century, to the present. Our goal is to examine the roots of the continent's contemporary condition. We'll look at the slave trade and its consequences, the European conquest of most of the African continent, African responses to colonial rule, the rebirth of African independence, and Africa's position in the world today. Course materials include novels, autobiographies, photographs, and primary sources. This is an introductory course and assumes no prior knowledge of African history.

HIEA 1501: Students and Intellectuals in Modern China

Reed

In the spring of 1989, students from China's most prestigious universities in Beijing staged series of public demonstrations in the public square known as Tiananmen demanding an end to a governmental corruption and greater democratization of the country's political system. But although the students briefly captured the support of Beijing residents and the imagination of people around the globe,, their movement came to a tragic conclusion in the early morning hours of June 4th, when a military crackdown resulted in the death of hundreds of people and the imprisonment of the country’s foremost advocates of political reform. But if the crackdown succeeded in silencing overt protest, it has also led to a profound questioning of the Communist Party’s legitimacy and the direction in which the country is headed.

In this seminar, we will attempt to understand the meaning and significance of these dramatic events by placing them in the broader historical context of student and intellectual activism in China. In doing so, will concern ourselves with several related issues: What roles have students

and intellectuals played in the major political and social movements of twentieth-century China? What is the relationship of students and intellectuals to Chinese society and government and why have their voices so often been critical to the outcome of these movements? What specific forms has student activism taken. What issues have mobilized them? What symbols and methods of protest have they drawn upon to dramatize their demands?

HIEA 1501 is a challenging seminar designed for and limited to first and second year students. Our exploration of the topic will unfold along two lines—ten weekly meetings devoted to discussion of assigned readings (60% of the final grade) and the completion and presentation of an independent project (40%). Projects are entirely free-format. You may write an interpretive essay or historiographic literature review, put together a video, a multi-multimedia presentation, or whatever else you can imagine. The only requirements are that the project must be compelling, as comprehensive as the topic allows, and truthful. You may work alone or in a group of two or three. Over the course of the semester, we will also concentrate on developing the skills of critical reading, cogent discussion and the nuts and bolts of historical inquiry. The course neither assumes nor requires any previous study of Chinese history. The course satisfies the non-western perspective requirement.

HIEA 3111: Chinese History to the Tenth Century

Zhang

This class introduces Chinese history from its origins through the end of the 10th century. Its goal is to explore what makes Chinese civilization specifically Chinese and how the set of values, practices, and institutions we associate with Chinese society came to exist. Political, social, cultural, and intellectual history will all be covered, though not equally for all periods. Major themes of the course include intellectual developments, empire-building efforts, religious and popular beliefs, and Chinese interaction with other cultures and peoples. Required reading includes a variety of primary sources, book chapters, and articles. Final grades will be based on daily quizzes, two papers, and mini-exams. This course fulfills the College's non-Western and historical perspective requirements. No previous knowledge of Chinese history is required.

HIEA 3112: Late Imperial China: 1000 to 1900

Reed

HIEA 3112 covers the late imperial period of Chinese history, from the founding of the Song dynasty in the tenth century to the final decades of the imperial system in the nineteenth and early twentieth centuries. Although the course covers the basic elements of social, political, and cultural history, emphasis is placed on analyzing events and trends in an attempt to come to grips with two rather thorny questions: 1) How can we account for the remarkable stability and longevity of the late imperial system of government as well as its basic patterns of social economic relationships? 2) Given the durability of the late imperial system, how can we account for its fragmentation and ultimate demise when it faced fundamentally new challenges, from both within and without, in the nineteenth century? These and other questions will be considered

through an investigation of several inter related issues: The ideological and philosophical foundations of the authoritarian state; the linkage and tension between elite and popular culture and life styles; the cultural relations with non-Chinese peoples; the formation of popular traditions of religious faith, protest and rebellion; and problems of systemic decline.

This course neither requires nor assumes previous study of Chinese history. The course is based on lectures combined with occasional discussions. Readings, drawn from a basic text and translated primary materials, average between 100 125 pages per week. Evaluation is based on a mid-term exam (30%), an interpretive essay (35%), and a final exam (35%). This course satisfies the non-western studies requirement.

HIEA 3321: China and the Cold War

Liu

The class examines China's entanglement with the Cold War from 1945 to the early 1990s. The course raises China-centered questions because it is curious in retrospect that China, a quintessential Eastern state, became so deeply involved in the Cold War, a confrontation rooted in Western history. In exploring such questions, this course does not treat China as part of the Cold War but the Cold War as a period of Chinese history. The weekly reading load is between 100 and 150 pages. The student takes two essay-type tests and also write a short report (6-8 pages) on a specific event based on primary sources.

HIEA 4511: Empires and Ideologies in East Asia, 1850-Present

Hoffman

The history of the borderlands between China, Russia, and Korea in East Asia is a history of the modern world. During the nineteenth and twentieth centuries, this region served as a focal point for conflicts among nations, empires, and political ideologies. It saw the height of Russian and European imperialism, the collapse of the centuries-old Chinese dynastic system, and the rise of an expansionist Japanese Empire. It hosted two Sino-Japanese Wars, three major clashes between Russia and Japan, and Cold War conflicts from the Korean War to tensions between the Soviet Union and the People's Republic of China. This region, thus, served as a battlefield for the economic, technological, and ideological forces unleashed during the last hundred and fifty years. Using historical monographs and written and visual primary sources, this seminar will explore the overlapping visions of the European, Russian, Chinese, and Japanese states that collided in East Asia. Ultimately, it will offer students a unique view of the ways events in this region served as a microcosm for the major conflicts of the past two centuries.

HIEA 1501: Culture and Society in Imperial China

Zhang

What was life like for the Chinese living a thousand years ago? How did individuals and families distinguish themselves in society? Was there a major division between the religious life of the upper and lower classes? How did ordinary people deal with the mundane aspects of everyday life? This course answers the above questions and more through an exploration of one of the most dynamic periods in Chinese history: the Song Dynasty (960-1279). Throughout the semester, we will read works by modern scholars as well as a variety of primary sources, including anecdotal writing, legal cases, and precepts for social life. The main topics of the course include philosophical and religious traditions, elite culture, gender and family relations, popular beliefs and practices, and everyday life of the ordinary people. This course fulfills the College's second writing and historical and Western perspective requirements. No previous knowledge of Chinese history is required.

HIEU 1501: Life and Death in Dark Age Europe

Kershaw

Queen, warrior, pilgrim, hostage, slave, monk, refugee, mother, thief, abbess...

How can we 'read' the contents of a ninth-century pagan Viking warrior's grave or the tomb of a tenth-century Saxon queen? What can graffiti scratched in runes on the walls of early Christian catacombs tell us about the life and belief of an eighth-century pilgrim to Rome? What can we know about the experiences of slaves in early medieval society? What life lessons did the mother of a young son leaving home for the court of a Carolingian king set down for him, and what light do they shed on her experience, education, hopes and fears?

'Life and Death' is an undergraduate seminar intended to introduce students to the social, cultural and political history of Europe during the so-called 'Dark Ages', the period from *c.* CE 600 to 1000 also known as the early Middle Ages. We will explore these centuries by looking, each week, at a different individual, examining the textual and material/archaeological evidence for their life (and death), as well as for the wider historical moment in which they lived. To do this we will make use of archaeological, anthropological, environmental and literary studies alongside historical analysis, much of it very new.

Reading will conventionally consist of a combination of primary sources (in English translation) and secondary scholarship.

The class meets once a week for 2 1/2 hours of sustained seminar discussion. Students will write three 1500 word essays and be active and informed class participants. This class satisfies 2WR. There are no exams.

HIEU 1502: Life in Dictatorships: Surviving Authoritarianism in Modern Europe

Kunakhovich

What is it like to live in a dictatorship? Can people feel like they are leading “normal” lives? How does political oppression affect their desires, their practices, and even their thoughts? This course examines three authoritarian regimes in 20th and 21st century Europe: Nazi Germany, Communist Eastern Europe, and Putin’s Russia. Rather than studying their leaders, we’ll focus on ordinary people, and ask how they experienced daily life in repressive states. We’ll consider the extent and limits of state power; the impact of public affairs on private lives; and the possibility of nonconformity or resistance. This is a discussion-based seminar; be prepared to read up to 150 pages per week. You’ll also have to write several short papers, including a source analysis, an imagined autobiography, an exhibition catalog, and an op-ed. This course is intended for first- and second- year students; no prior experience with History courses expected.

HIEU 1502: Modernity and Mass Culture in Europe, 1848-1918

Hoffman

What is “modernity” and what does it mean to be modern? Between the Revolutions of 1848 and the end of the First World War, Europe saw a dramatic increase in literacy and print culture, the wide availability of cheap consumer goods, and faster communication and transportation than ever before. At the same time, however, the rapid pace of change bred new social and political challenges and stirred deep anxieties among European populations. How did people react to this deterioration of their traditional ways of life and the rise of mass culture? Beginning with the nationalist uprisings of 1848, this course traces the growth of the mass media, mass politics, and what has been dubbed “the public sphere.” The heart of the course will be an examination of the periodicals, artwork, entertainment, leisure activities, and wars that defined the experience of modernity for turn of the century Europe. The course will look at the ways this culture offered platforms for the expression of identities based in nation, empire, gender, and social class. It will also explore the ways these forces collided in the First World War. Throughout, we will return to the question of how and why we have come to call the many facets of this period “modern.”

HIEU 1502: Russian History through Film

Geraci

In this introductory seminar, first- and second-year students will become familiar with some of the major events, eras, and personalities in the history of Russia and its empire through detailed analysis of some of the most important films produced in and about Russia in the past century. Besides being an introduction to Russian history and culture, the seminar aims to get students thinking about the fundamental problems historians grapple with as they reconstruct and represent the past.

We will be asking two different sets of questions about the interaction between history and film in Russia. 1) First, how can films serve as secondary historical sources, i.e. to portray historical reality and disseminate it to a broad public (not only within Russia but internationally)? What are the principal challenges of making and interpreting films about past eras and major historical events? Is there a discernible line between the educational and propagandistic uses of historical films? 2) Second, how can films (not only “historical” films but more broadly) be used as primary sources for understanding Russia’s 20th- and 21st-century history? What exactly can they tell us about Russian/Soviet society that other sources cannot, or not as effectively?

The films we focus most closely on will include several of the following titles, many of which are considered masterpieces of world cinema: *Andrei Rublev* (Andrei Tarkovskii, 1966); *Ivan the Terrible* (Sergei Eisenstein, 1944-1945); *Enthusiasm: Symphony of the Donbass* (Dziga Vertov, 1930); *War and Peace* (Sergei Bondarchuk, 1967); *The Battleship Potemkin* (Eisenstein, 1925); *Agony/Rasputin* (Aleksey Petrenko, 1975); *Bed and Sofa* (Abram Room, 1927); *Circus* (Grigorii Aleksandrov, 1936); *Chapaev* (The Vasiliev Brothers, 1934); *The Cranes Are Flying* (Mikhail Kolotozov, 1957); *Ivan’s Childhood* (Tarkovskii, 1962); *Burnt by the Sun* (Nikita Mikhalkov, 1994); *Siberiade* (Andrei Konchalovskii, 1979); *Moscow Does Not Believe in Tears* (Vladimir Menshov, 1979); *Repentance* (Tengiz Abuladze, 1987); *Taxi Blues* (Pavel Lungin, 1987); *Brother* (Aleksei Balabanov, 1997); and *Leviathan* (Andrei Zviagintsev, 2014); *A Rider Called Death* (Karen Shakhnazarov, 2008); *Unfinished Piece for the Player Piano* (Mikhalkov, 1977). For historical context, we will be using Gregory L. Freeze, ed., *A History of Russia* (Oxford).

The class fulfills the Second Writing Requirement. Students will write graded essays both on assigned films and films of their own choice, and will be expected to engage in seminar discussion. No exams will be given. No previous knowledge of Russian history, culture, or language is required.

HIEU 2004: Nationalism in Europe

Kunakhovich

How did Europeans become Germans or Italians? When did people start thinking of themselves in national terms? Why did national identities become so powerful, and what might happen to them next? This course examines the history of nationalism in modern Europe, from the 1700s to the present day. We will consider the emergence and consolidation of European nation states in the eighteenth century; nationalist movements and the breakup of empires in the nineteenth; ethnic cleansing and nationalist violence in twentieth-century Europe; as well as the rise of the European Union and its challenges today. To explore different forms and varieties of nationalism, we will study films, poems, paintings, and musical sources in addition to scholarly texts. Through these sources, we will try to understand both the origins and the prospects of nationalist sentiment in Europe – and beyond.

HIEU 2041: Roman Republic and Empire

Lendon

A survey of the political, social, and institutional growth of the Roman Republic, with close attention given to its downfall and replacement by an imperial form of government; and the subsequent history of that imperial form of government, and of social and economic life in the Roman Empire, up to its own decline and fall. Readings of ca. 120 pages per week; midterm, final, and one seven-page paper. Readings will be drawn from the following: Sinnegan and Boak, *A History of Rome* (text); Livy, *The Early History of Rome*; Plutarch, *Makers of Rome*; Suetonius, *The Twelve Caesars*; Tacitus, *Annals of Imperial Rome*; Apuleius, *The Golden Ass*; and a course packet.

HIEU 2559: France in the Twentieth Century

Sessions

This course explores the dramatic and difficult history of 20th-century France. The French Republic envisioned itself as a model of universal, secular democracy, but struggled with divisions of religion, race, class, and gender. Focusing on questions of citizenship, we will consider major developments in society, culture and politics since 1871: struggles to establish the Republic; confrontations of the secular state with religion, nationalism and imperialism; the impact of WWI and the trauma of German occupation and the Vichy regime during WWII, the rise of consumer culture and economic modernization in the post-war period; European integration and the Cold War, decolonization and post-colonial immigration.

The course aims to develop your understanding of key events in twentieth-century French history and to ask some big questions about the challenges of democracy, human rights, and citizenship in an era of mass politics, empire and war:

- How was citizenship in the French Republic defined? Who was included or excluded and why? How did those on the margins respond?
- How could the French Republic endorse both democracy and imperialism? Can a commitment to human rights be reconciled with racism and colonial oppression?
- How do those who experienced them remember and represent historic events?

Primary and secondary readings will explore the ways that different individuals experienced the events of France's traumatic twentieth century. Among our readings will be Emilie Carles, *A Life of Her Own: The Transformation of a Countrywoman in Twentieth-Century France*; Michael Burns, *France and the Dreyfus Affair: A Brief Documentary History*; Irene Nemirovsky, *Suite Française*; Andrew Feenberg & Jim Freedman, *When Poetry Ruled the Streets: The French May Events of 1968*; Françoise Gaspard, *A Small City in France: A Socialist Mayor Confronts Neofascism*. We will also watch several films: *La Grande Illusion*, dir. Jean Renoir (1937); *Pépé*

le Moko, dir. Julien Duvivier (1937); *Mon Oncle*, dir. Jacques Tati (1966); *The Battle of Algiers*, dir. Gillo Pontecorvo (1966); and *Hate*, dir. Mathieu Kassovitz (1995).

This course will also seek to hone your critical reading and communications skills. Even if this is your last history class, developing the ability to weigh evidence, make a convincing argument, and express yourself clearly orally and in writing will benefit you in all your future endeavors. To that end, assignments will include regular participation and in-class activities, two short 5-6 page papers, a midterm hourly exam, and a cumulative final exam.

HIEU 3131: The World of Charlemagne

Kershaw

This course examines the political, social and cultural history of continental western Europe in the period *c.* AD 730 to 850, with its central focus on the reign of Charlemagne (AD 769-814). Moving chronologically from the decades that saw the Carolingian dynasty's rise to political dominance through to the formation through conquest of a substantial empire, Charlemagne's imperial coronation in 800 and the reigns of his son (814-840) and grandsons (840-877), we'll explore in depth the political, religious, intellectual and economic history of the period.

The class draws upon uses and archaeological evidence, and much (very) current scholarship. Primary sources will be in English translation. The thought and works of a number of Carolingian authors, including Alcuin and Einhard, the two scholars closest to Charlemagne, will come under particular scrutiny. Carolingian art, architecture and law will also be addressed.

One aim of HIEU 3131 is to see the Carolingian achievement not only on its own terms but also to set it in its wider contemporary context; to this end we will explore the history and culture of neighbouring polities and peoples (Christian Spain, the Saxons, the Lombards) as well as the Byzantine Empire in the period of Iconoclasm under the Empress Eirene (797-802) and Emperor Nikephoros I (802-811) as well as the Islamic Mediterranean world, including Aghlabid North Africa and the Abbasid Caliphate in both its 'Golden Age' under Harun al-Rashid (AH 170-193/AD 786-809) and the darker years of civil war that followed.

The course is a hybrid of lecture and discussion. Typically, the Tuesday class will be primarily lecture, while that on Thursday will place the emphasis firmly upon discussion and the participation of class members. Readings will be assigned for each week and for each meeting. Students will write two 2,000 word essays and take two exams: a mid-term and a final. This class satisfies 2WR.

HIEU 3152: The British Empire

Linstrum

At its greatest extent, the British Empire encompassed around a quarter of the world's land and nearly a quarter of its population. It vastly expanded the reach of capitalism, Christianity, and

the English language; redrew the maps of Africa, Asia, and the Middle East; and deployed ruthless violence while exploiting resources, remaking landscapes, and settling migrants around the globe. How did Britain's imperial moment come about, why did it last so long, what did it mean to the people who lived through it, and what are its legacies for the world today? This course surveys the history of the empire from its origins in the seventeenth century through the aftermath of decolonization in the late twentieth century. We consider the rise and fall of West Indian slavery; the emergence of India as a trading hub and military depot; the construction of Anglophone outposts in North America, Australasia, and Africa; the strains of mobilization in two world wars; and the brutal though ultimately failed suppression of anticolonial movements. Along the way, we consider ideas of racial difference, everyday practices of domination, technologies of global movement, and the relationship between liberalism and empire. Two lectures and one discussion section each week. Readings are 150pp. weekly on average.

Sample reading list: Daniel Defoe, *Robinson Crusoe*; E.M. Collingham, *Imperial Bodies: The Physical Experience of the Raj*; Jules Verne, *Around the World in 80 Days*; Trevor Getz and Liz Clarke, *Abina and the Important Men*; Doris Lessing, *The Grass is Singing*.

HIEU 3231: Reformation Europe

Lambert

This course explores the history of Christianity in Europe from c. 1450 to c. 1650. At the beginning of this period, the overwhelming majority of Europeans were bound together by a commonly-held Christian culture. In the sixteenth century, these bonds were shattered as Europeans debated what "Christianity" meant. In order to defend their answers, children disowned their parents, princes waged wars, and martyrs faced violent deaths. By the seventeenth century, Europeans lived in a world divided by religion. How did these divisions take shape? And how did they shape the lives of early modern European individuals, families, and communities? Throughout the semester, we will explore these questions through a combination of lectures and discussions. Most importantly, we will read primary sources from the sixteenth century. Central themes include the formation of divergent Lutheran, Reformed, Anabaptist, and Catholic communities; persecution and toleration; the effects of religious reform on art and culture; and the interplay between Reformations in Europe and the exploration of the wider world. Cross listed as RELC 3231.

HIEU 3390: Nazi Germany

Achilles

This course examines the historical origins, political structures, social dynamics, ethical dispositions, and cultural practices of the Nazi Third Reich. Requirements include regular attendance, two essays, a midterm and a final examination. No prerequisites.

HIEU 3471: English Legal History

Halliday

This course surveys English law from the Middle Ages to the 18th century. In class, we will consider how social and political forces transformed law. Because this is a history course, law will be understood more as a variety of social experience and as a manifestation of cultural change than as an autonomous zone of thought and practice. We will look at competition among jurisdictions and the development of the legal profession. We will examine the development of some of the modern categories of legal practice: property, trespass and contracts, and crime. We will conclude by considering what happened to English law as it moved beyond England's shores. Assignments include two essays (approximately 2000 words each) and a final exam.

Students will read an array of court cases, treatises, and other sources from the thirteenth to the eighteenth centuries. These readings are dense and difficult but also fascinating. Most students will only grasp their meaning by paying very close attention to language, reading with a dictionary, and re-reading. Assigned books may include:

J.H. Baker, *An Introduction to English Legal History* (4th ed.)

Mary Bilder, *The Transatlantic Constitution: Colonial Legal Culture and the Empire*

Amy Louise Erickson, *Women and Property in Early Modern England*

John Langbein, *Origins of Adversary Criminal Trial*

HIEU 3559: Queer European History

Butcher

Were the ancient Greeks "queer"? When did "male" and "female" become scientifically defined? (Or did they ever?) Why was the term "homosexuality" created in 1869, and how has its meaning changed since then? Although categories such as "female" or "straight" may often seem simple and easy in everyday life, the history of these concepts reveals that past thinkers—both scientific and popular—have approached ideas of sexuality and biological sex from a dizzying number of perspectives that may seem quite foreign to today's reader. And yet our contemporary ideas about sex are built in part upon these older conceptions.

In Queer European History, we will be investigating these questions and more. The course will examine LGBTQ persons, issues, and events in Europe, focusing mostly on 1850 to the present. Topics to be covered will include the history of anti-sodomy and marriage laws; the evolution of cultural and scientific understandings of sex, sexuality, and gender, including ideas of trans-ness; and the history of LGBTQ activism, both legal and cultural, going up to the present day. We will be focusing in particular on Germany and the UK, but other countries will enter our examination as well.

HIEU 3612: Reform and Revolution in Russia, 1855-1917

Geraci

This course explores political, social, and economic upheaval in Russia from the end of the Crimean War to World War I and the revolutions of 1917. Special focus will be on the "Great Reforms" beginning with the emancipation of the serfs; industrialization, urbanization, and labor; the fate of the agricultural economy and peasantry; the question of social identities, bourgeois culture, and Russia's "missing middle class"; revolutionary terrorism; the impact of ethnic diversity and empire on opposition to the tsarist government; and the 1905 revolution and the experiment in liberal politics. Throughout, we will engage the issue of Russia's increasing surface resemblance to Western, industrialized societies during the late 19th century, and ask at what points it became unlikely and then impossible for it to evolve into a liberal democracy. The first half of the course, after presenting the era of Great Reforms in a more or less narrative format, will take different social groups in turn, investigating the experiences and attitudes of each in the aftermath of the reforms and leading up to the revolutionary upheaval of 1905. Beginning with 1905, we will turn to a more chronological approach, using Orlando Figes's *A People's Tragedy: The Russian Revolution 1891-1924* (excluding the last third of the book), to explore the complex chain of events leading to the breakdown of the tsarist system in February 1917 and the takeover by Vladimir Lenin and the Bolshevik Party in October 1917.

The syllabus will include a number of primary sources (memoirs, ethnographies, letters, literary works), secondary scholarly literature, and films made and set during the era. Classes will be a combination of lecture and discussion of readings. Graded work will include a take-home midterm, two short papers, and a comprehensive final exam. There is no prerequisite for the course, though a basic knowledge of European and/or Russian history is helpful.

HIEU 4501: France and Algeria from Piracy to Terrorism

Sessions

This discussion-based seminar will explore the long, complex history of the relationship between France and Algeria since the eighteenth century. We will begin with early modern conflicts over Barbary piracy, then examine the French invasion and colonization of Algeria in the nineteenth century, and end by considering the brutal Algerian War of Independence, post-colonial migration, and the ongoing "war of memory" over the shared Franco-Algerian history of colonization and decolonization. Class discussions will be based on common readings, including memoirs, novels, and films, and works by historians, that examine the political and cultural relationships between France and Algeria and their impact on people on both sides of the Mediterranean. Our core readings will include James McDougall, *A History of Algeria*; Assia Djebar, *Children of the New World*; Leila Sebbar, *The Seine Was Red: Paris, October 1961*; Laurent Dubois, *Soccer Empire: The World Cup and the Future of France*, University of California Press, 2011. We will also watch several films together, including *Pépé Le Moko*, dir. Jean Duvivier (1937) and *Outside the Law*, dir. Rachid Bouchareb (2010).

In addition to regular in-class discussion, the semester's core assignment will consist of a research paper on the topic of your choice. All readings and discussions will be in English.

HIEU 4512: Colloquium in Post-1700 European History: European Colonial Violence

Linstrum

The history of the European state has often been told as a story of gaining control over the legitimate use of violence. But what stories can be told about the European state outside Europe, in the colonized world, where inequalities of power and differences of race and culture made violence a comparatively unrestrained force? This course explores the relationship between violence and European imperialism since the late nineteenth century. We ask how legal and technological innovations enabled violence in the colonies, what people "at home" knew about it, and how colonial subjects responded to it. Topics include the genocidal dimensions of settler colonialism; the role of testimony, photography, and fiction in humanitarian campaigns; the entanglement of aggression with fear, anxiety, and fascination; the persistence of torture; and the politics of memory about violence in the postcolonial era. One two-and-a-half hour discussion each week. This course fulfills the seminar or colloquium requirement for History majors as well as the second writing requirement. History majors have priority registration but others are welcome if space permits. Approximately 250pp. of reading per week and 30pp. of writing in total over the course of the semester.

Sample reading list: Hannah Arendt, *On Violence*; Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*; Joseph Conrad, *Heart of Darkness*; Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany*; Frantz Fanon, *The Wretched of the Earth*; Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*.

HIEU 5063 / 4501: Late Antiquity, AD 235-410

Lendon

This class, a discussion seminar, examines the great Roman crisis of the third century and the Romans' response to it, as well as the nature of reestablished Roman rule through the fourth century AD. This is the great age of the emperors Diocletian and Constantine, of Julian and Theodosius. Topics to be examined include governance, warfare, the late-antique economy, religious strife, the life of cities, similarities and differences between East and West, and more general assessments of different aspects of late-antique culture. The major work of the course will be a twenty-five-page research paper, along with two oral reports (one on the research underway), as well as continued high-quality contribution to discussion.

Reading will be mainly drawn from primary sources in translation and the following:

P. Brown, *Power and Persuasion in Late Antiquity* (Madison, 1992) ISBN 978-0299133443.

Jill Harries, *Imperial Rome AD 284 to 363: The New Empire* (The Edinburgh History of Ancient Rome; Edinburgh, 2012) ISBN 978-0748620531.

S. Mitchell, *A History of the Later Roman Empire AD 284-641: The Transformation of the*

Ancient World, 2nd ed. (Malden MA, 2014) ISBN 978-1118312421.
Palladius of Aspuna, *The Lausiaca History* trans. J. Wortley (Cistercian Studies 252; Colledgeville MN, 2015) ISBN 978-0879072520.
Philostratus, *Lives of the Sophists/Eunapius, Lives of the Philosophers*; trans. Wilmer C. Wright (Loeb Classical Library; Cambridge MA, 1921) ISBN 978-0674991491.
Ammianus Marcellinus, *The Later Roman Empire*, trans. Walter Hamilton; Penguin Classics 1986) ISBN 978-0140444063.

HILA 2002: Modern Latin America

Klubock

This course examines modern Latin American history from independence to the present. It focuses on socioeconomic, cultural, and political changes, and on how different social groups - peasants, indigenous people, workers, and women- have experienced these changes. We will consider a number of key questions about the causes of underdevelopment, the roots of authoritarianism, the nature and causes of revolutionary movements, the question of human rights, the problem of social inequality, United States imperialism, and the role of the Catholic Church in Latin America. Requirements for the course are two in-class midterm exams (20% of final grade each) and a final exam (35% of final grade). The three exams will be closed-book and students will write five paragraph-long analyses of key terms, names, or phrases for the midterms and ten for the final exam. Students will be graded on their mastery of material from the assigned readings, lectures, and discussion sections. In addition, attendance and active participation in section discussions are required and will be factored into the final grade (25% of final grade). Students will read on average 100-125 pages per week. Reading assignments must be completed before discussion sections.

HILA 3111: Public Life in Latin America

Braun

How do Latin Americans navigate their ways, collectively and also individually, through their hierarchical social orders? Why is there so often so much stability and order to their societies? Surveys inform us that Latin Americans are among the happiest people in the world. Why might this be? Why do so many Latin Americans across time appear to be so proud of their nations? Why do they look at one another so often? Why is there so little hatred in Latin America? Why do poor people in Latin America seem to know more about rich people than rich people know about them? Why do traditions matter so? Why are there so many good novelists there? These and other questions, answerable and not, about life and the human condition in Latin America are what will be about in this course.

Probable Texts: Ernesto Che Guevara, *The Motorcycle Diaries*; Carlos Fuentes, *The Campaign*, On-line used copy; John Charles Chasteen, *Heroes on Horseback: The Life and Times of the Last Gaucho Caudillos*; Carlos Fuentes, *The Good Conscience*; Gabriel García Márquez, *One Hundred Years of Solitude*; Julia Alvarez, *In the Time of the Butterflies*; Philippe Bourgois, *In*

Search of Respect: Selling Crack in the Barrio; David Goldstein, *The Spectacular City: Violence and Performance in Urban Bolivia*; Sian Lazar, *El Alto, Rebel City: Self and Citizenship in Andean Bolivia*; Alma Guillermoprieto, *Samba; Forrest Colburn, Latin America and the End of Politics*.

HILA 4501: Global Latin America: The Great Encounter

Owensby

Where does Latin America fit into the wider world? How has the wider world been a reflection of Latin America's complex and vibrant history? Would the modern, "globalized" world we (until recently) took for granted have happened at all but for that New World we now call Latin America? Should Latin America be considered a "borderlands of the West?" What do neo-scholastic theology and Tupí cannibalism have to say to one another? Do they have anything to say to contemporary issues of power and good? Does Latin America's history of *mestizaje* speak to contemporary issues of race and racism? What does the knowledge of indigenous peoples and peoples of African descent contribute to reflections on present-day society and politics? Can forests speak? Did capitalism also have its start in Latin America? Rather than separate histories of Latin America and Anglo America, should we think in terms of a broader history of the Americas? What would it mean to think about the human condition in terms of *un mundo donde quepan todos los mundos*—a world where many worlds can fit?

This cross-disciplinary course, equal parts history and anthropology, with dashes of theology and design thinking, will read a wide variety of texts, from primary documents from the early colonial period, to contemporary scholarship. Some familiarity with Latin American history or culture could be helpful, though those for whom Latin America is still an undiscovered part of the world will be able to find their way. Students will help lead discussions and will produce a term paper of at least 20-pages. Enrollment is capped at 15. We will meet Fridays 2:00-4:30 to talk about texts and ideas.

HILA 4501: Seminar on the History of U.S.-Latin America Relations

Klubock

This research seminar examines the history of Latin America-U.S. relations. The first half of the semester we will read a number of historical works. The assigned texts are designed both to provide a broad overview of the history of Latin America-U.S. relations and introduce students to a variety of approaches to writing the history of what is often referred to in Latin America as United States imperialism. The class will focus on a series of United States interventions in Latin America over the last two centuries, from the Mexican-American War, also known as the War of the U.S. Invasion in Mexico, to the occupation of Cuba, the CIA role in the overthrow of democratic governments in Guatemala (1954) and Chile (1973), the US-sponsored counter-insurgencies in Central America during the 1980s, and Latin American migration to the United States. We will ask basic questions about the logic of U.S. foreign policy in Latin America. What drives U.S. foreign policy in the region? Moral, ethical, or religious concerns?

Economics? National security concerns? Can U.S. actions in Latin America be understood as imperialism or "neocolonialism?" How do they compare with European forms of colonial rule? What was the impact of the Cold War on Latin America? Has U.S. involvement in Latin America helped or hindered the development of democratic institutions and economic growth and development? We will also be interested in questions related to social and cultural history. We will be particularly interested in places of encounter between Latin Americans and North Americans, for example mining enclaves or the paths of migration that lead northward and into cities, towns, and rural districts throughout the United States. Indeed, we will ask if the analytical division between Latin America and the United States is justifiable. Does it make more sense to speak more broadly of "the Americas?" Can we think of the U.S. as part of Latin America and Latin American history, rather than outside it? Can we think of Latin-American-U.S. relations in terms of encounter and exchange, as well as the unilateral imposition of political, economic, and military power from north to south?

The second half of the semester students will work on a twenty-page research paper on a theme related to the course, developed in consultation with the professor. Over the first half of the semester students will develop a research topic and question and locate available primary sources for their research. During the last half of the semester they will both read the relevant secondary sources related to their topics and work in primary sources. The end result will be the final research paper. Students will present their research progress in class and meet regularly with the professor to discuss research and writing. A first draft of the paper is due on December 7 and the final paper will be due at the end of exam period. The final grade will be composed of a grade for reading and participation in class discussions (50%) and a grade for the final paper (50%).

HIME 2003: Economic History of the Islamic World

Bishara

This course is designed to introduce students to the economic history of the Islamic World - a broad region stretching from West Africa to Indonesia - over the duration of roughly 1300 years of history. We explore the ideologies, institutions, and practices of commerce in Muslim society, paying close attention to the actors, artifacts, and encounters, that gave it shape over the course of a millennium, ending with the onset of the Industrial Revolution in the late eighteenth century. We will explore the relationship between Islamic law and commerce, Muslim engagement with an expanding world of trade, and how the forces of global capitalism shaped (and transformed) Muslim society. To do this, we will combine broad sweeps of events in Islamic and world history with fine-grained analyses of primary documents and close readings of secondary sources. No prior knowledge of Islamic history or economic history is assumed. We usually read 40 pages or so of primary/secondary sources per week, and students are asked to produce a paragraph of reflections on the reading every week. Other assignments include two 3-4 page papers over the course of the semester, five quizzes over the course of the semester, and a take-home final.

HIME 4501: Seminar in Middle East and North Africa History

Bishara

This seminar aims to introduce students to process of doing primary source research in the history of the Middle East. The principal goal of the course is the production of a substantial research paper based on primary sources that are available online, in the Special Collection Library, and/or in nearby archives. Some background knowledge in the history of the Middle East is required; though we will cover some topics, most meetings will involve discussions of the writing process. The expectation is that students produce, over the course of the semester, a 15-20 page paper, written in several stages.

HISA 1501: Hyderabad's Post-Mughal Synthesis: Culture, Polity, Modernity

Barnett

Hyderabad was the largest, wealthiest, longest-lived, and most complex of all Mughal successor states. After the death in 1748 of its founder, Nizam ul-Mulk, as post-Mughal political and economic behaviors became more prominent, a half-century ensued which historians generally have avoided, unable to bring themselves to undertake close examination of the strategies and rationales which its elites and regimes adopted and proposed. This is because post-Mughal political and economic behaviors involved the indigenous reactions to European dominance, intrusion, manipulation, and exploitation that marked the beginnings of the British Indian Empire. Conventional history has regarded this era as a Dark Century, full of rulers with alleged personal failings, and elites who were self-absorbed, dejected, and indecisive. Our approach, however, is anything but conventional. This course examines Hyderabad's history in the round, including not only its political and economic, but also its cultural, intellectual, gender, and religious aspects. Comprehensively treating the context of Mughal fragmentation, Anglo-French competition for commercial and political dominance, and military threats from surrounding regional powers, we attempt not only to locate beginnings of modernity and their effects, but also reasons for its survival as a viable entity until 1948, the year after Indian independence. There is a vast literature on Hyderabad, not only in English but in French, Urdu, Persian, Marathi, and Telugu, but you are not required to learn a new language to join the class. First-year seminars were originally designed around current faculty's research projects under way, but very few have been as immediately connected as this, which is the topic of my next monograph. No acquaintance with South Asia, or even with history, is assumed.

Readings must be completed before class, to maintain an intelligent, active level of discussion and participation. Texts, purchased by instructor at discounts in advance, specifically to save students much money: Karen Leonard, *Hyderabad and Hyderabadis* (New Delhi: Manohar, 2014); Harriet R. Lynton & Mohini Rajan, *Days of the Beloved* (Berkeley: U.C. Press, 1974); Omar Khalidi, *The British Residency in Hyderabad: Outpost of the Raj* (London: PACSA, 2005); Narendra Luther, *Hyderabad: a Biography* (OUP India, 2005); N. K. Print and Design, 7 Elliewood Ave. (the street next to Mincer's on the Corner), has the course packet (designated below as PHOCO). There is no course content on Collab, for reasons you can ask about in class.

HISA 3003: Twentieth Century South Asia

Nair

This course considers a few of the key debates that have animated twentieth century South Asia: on the nature of anti-colonial nationalism; the shape of a free India; the founding principles of the states of India, Pakistan, and Sri Lanka; the independence of Bangladesh; and the legacy of colonialism on democracy, development and militancy in these South Asian countries.

Structured chronologically, the course begins with a study of colonialism in early twentieth century India and ends by considering the challenges of deepening democratization, and unequal development.

There is no standard textbook for the course. Chapters from books and journal articles will be made available at collab. Films will also be used. This course is reading intensive. 200 pages of reading will be the average per week. Prior coursework in South Asian History/ Studies is not a prerequisite, but will be an asset.

Course requirements include active participation in class (15%); a book review (20%); a midterm exam (25%); and a final exam (40%).

HISA 4501: The Partition of India: Problems and Perspectives

Nair

The Partition of India has been the defining political misstep in twentieth century South Asia, confounding centuries of fluid identities in one sweeping irreversible decision. In this course we examine the texture of life in pre-Partition Punjab, the United Provinces (UP) and Bengal; detail the denouement in political negotiations that culminated in Partition; consider the violence that became constitutive of Partition; and mark the enormous consequences of the international boundary line separating India from Pakistan and later, Bangladesh.

Films, fiction and a range of primary and secondary sources will be used. Chapters from books, journal articles and short pieces of fiction will be posted on collab. This research seminar fulfills the second writing requirement. Permission of the instructor is required to register for the course. Prior coursework in South Asian Studies/ History will serve as a prerequisite for this course. The reading load will average 200 pages a week.

Course requirements include active participation in discussions (20%); weekly one-page position papers (20%); a short proposal of 5 pages (10%), the presentation of research (10%) and the final research paper of 18-20 pages (40%). The final essay of 18-20 pages will be a research paper drawing upon a range of primary sources like the *Transfer of Power* volumes, Constituent Assembly Debates, contemporary newspapers, collections of correspondence, memoirs, Partition literature etc.

HIST 3162: War and Society in the Twentieth Century

Hitchcock

How do wars shape the societies that fight them? This class will explore such questions as: Why and how have certain societies waged war? What ideas have motivated and sustained people as they fight? What social, political and cultural consequences has war had in these societies? What means do societies use to justify, legitimate, and canonize war? What ethical problems have these wars raised? And how do we write about war? A major goal of the course is to develop critical perspectives on the ways that a “war culture” is constructed. Requirements include attending lectures, weekly discussions, and writing a number of short essays.

HIST 3300: A History of Museums

Beorn

Course Description: This course introduces students to the theory and practice of museums and public history. We will begin with a brief history of the museum itself before moving onto theoretical discussions of the purpose and function of museums. We will then explore various examples of the challenges faced by museums- ethically, technologically, and materially. This course will include field trips as well as discussions with museum professionals. The capstone project will be an exhibit created by the class itself on a topic of its choosing.

Course Objectives:

- 1) Understand that Museums have a “thesis.” That everything is a conscious choice of inclusion/exclusion/interpretation.
 - 2) Learn how to incorporate a variety of source material (archival from Special Collections, newspapers, artifacts, digital, etc) into a real-life exhibit. Directly connected to this is the ability to conduct rigorous source criticism which, naturally, relies on information literacy in both the research and writing stages.
 - 3) Learn from readings and museum professionals how institutions confront controversial topics, graphic materials, etc.
 - 4) Design, budget, curate, and build an actual exhibit that will be displayed on grounds.
 - 5) Via a field trip prepare an analysis of a museum exhibition.
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HIST 3452: The Second World War

Zelikow

The significance of the war needs little embellishment. In many ways, the war formed the world we live in now.

The course perspective is broad, encompassing Europe, Asia, and the United States. At every turning point, we ask why. In each important episode, we try to comprehend how leaders, societies, and young people saw their choices.

This is a lecture course with discussion sections. There will be a midterm and a final exam. Both of these will be take-home exams for which students will write papers drawing on the lectures and the readings.

Required Readings

Paul Kennedy, Engineers of Victory: The Problem Solvers Who turned the Tide in the Second World War (New York: Random House, ppbk, 2013)

Evan Mawdsley, World War II: A New History (Cambridge: Cambridge University Press, ppbk, 2009)

Lynne Olson, Those Angry Days: Roosevelt, Lindbergh, and America's Fight Over World War II, 1939-1941 (New York: Random House, ppbk, 2013)

Timothy Snyder, Bloodlands: Europe Between Hitler and Stalin (New York: Basic Books, ppbk, 2012)

A number of shorter, required readings will be posted on the Resources page of the class Collab site.

HIST 4501: English Laws, Global Empire, 1600-1860

Halliday

Empires are made and sustained by law. Students will explore how this worked in the British Empire from its beginnings, around 1600, through the late nineteenth century, and from North America and the Caribbean to the Indian Ocean and the Pacific.

We will spend some of our time discussing books and articles about various aspects of English law across the empire to consider a host of questions and the ways historians try to answer them. What kinds of jurisdictions (courts and other institutions) appeared from one place to the next? How did England's laws interact with the laws of other European empires? How did England's laws affect or interact with indigenous peoples all around the globe; how did those people shape English laws? How were fundamental aspects of law transformed by such encounters: for instance, the law of property, or criminal law? How were penal transportation, slavery, and other kinds of forced labor made and sustained by law? How did imperial leaders use law—and change law—to respond to rebellious subjects?

Every student will prepare and present a research paper on some aspect of law's empire. Some of our class meetings will focus on various elements of a research project and on the kinds of

sources available for researching law and empire. Students will write short responses to our readings and prepare a number of exercises to help them develop their projects.

Preference to students who have previously studied British, imperial, and/or legal history. Readings will run approximately 200-250 pages per week. Some weeks, there will be little or no reading to allow students to work on their projects.

Readings *may* include some of the following: Stuart Banner, *Possessing the Pacific: Land, Settlers, and People from Australia to Alaska*; Lauren Benton and Lisa Ford, *Rage for Order: The British Empire and the Origins of International Law, 1800-1850*; Lisa Ford, *Settler Sovereignty: Jurisdiction and Indigenous People in America and Australia, 1788-1836*; Elizabeth Kolsky, *Colonial Justice in British India: White Violence and the Rule of Law*; Hannah Weiss Muller, *Subjects and Sovereign: Bonds of Belonging in the Eighteenth-Century British Empire*; Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India*; Bhavani Raman, *Document Raj: Writing and Scribes in Early Colonial South Asia*; Philip Stern, *The Company State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*

HIST 4501: Seminar: Modern Environmental History

Gratien

This seminar offers advanced students the opportunity to engage in specialized investigation of environmental history and its methods. It focuses on major questions in the environmental history of the modern world since 1500, such as climate, disease, water, pollution, and understandings of “nature.” We will read important works in the field of environmental history and discuss how to read sources “ecologically.” Over the course of the semester, each student will also develop and write a research paper on an environmental history topic.

HIST 4511: The Individual in History

Braun

This seminar is a transnational but not quite global history of the ‘the individualistic revolution’ from the eighteenth century to the present, and the swirling controversies that have ensued. It is composed of three chronological parts: 1) a review of the great historical thinkers on the places of the individual within the collective as the rise of the individual is taking place; 2) the twentieth century controversies surrounding the prominent place of the individual in both ‘modern’ and ‘traditional’ social orders by liberal, conservative, radical and libertarian thinkers; 3) investigations on the contemporary (since ca 1980) controversies in various parts of the world on this issue. Students will write a twenty-page essay on the places of the individual in history by taking material from the three sections on which the seminar is built.

HIST 4991: Distinguished Majors Program – Special Seminar

Lambert

Students will research, write, and revise their DMP theses. Open only to fourth-year DMP students who have completed HIST 4890 and HIST 4990.

HIST 7020: The Twentieth Century World

Hitchcock

This graduate seminar for PhD students explores the recent scholarship in international and transnational history of the twentieth century. It exposes students to work on imperialism, ideologies of global war and peacemaking, radical political ideologies of the right and the left, global economic upheaval, genocide, refugee and humanitarian movements, decolonization, modernization, the United Nations, and the post-Cold War world. Assignments include weekly reading and discussions; and two historiographical essays.

HIST 4400 / ECON 4400: Topics in Economic History

Thomas

This course will focus on key topics in our modern understanding of the process of economic growth. The role of technology, institutions, culture and ethnicity will be examined, using an array of theoretical and empirical perspectives. Much of the analysis will focus on European economic development, but we shall also examine issues in American, Latin American and African economic history. The purpose is not to provide a unified theory of growth and development but rather to point up the rich mosaic of complementary approaches to this complex and continuously evolving field of study.

Evaluation will be on the basis of classroom discussion (including two presentations of assigned readings), two short (5-6 page) papers, and an end of semester (take-home) exam.

HIUS 2053: American Slavery

Hill Edwards

Over a four-hundred-year period, approximately twelve million Africans were enslaved, traded, and transported across the Atlantic Ocean to the Americas. Enslaved Africans lived and labored in various regions of the Atlantic world, from Brazil to Barbados, South Carolina to Saint Domingue. In this course, students will explore how slavery developed in one region of the Atlantic world, a small group of British colonies that would become the United States of America. We will delve into the history of slavery and emancipation in the United States by

examining a variety of sources, from slave narratives to the American Constitution. Students will consider how slavery as an American economic, legal, and social institution evolved. By the end of the semester, students will have a strong understanding of not only the history of American slavery, but also how the vestiges of slavery influence contemporary American society. There will be a mid-term exam, a final exam, and occasional quizzes on course readings. Students will be expected to complete approximately 100 pages of reading per week.

HIUS 3051: The Age of Jefferson and Jackson

Taylor

This course examines the social, cultural, political, and economic history of the early American republic from the framing of the federal constitution through the administration of Andrew Jackson. It examines native and enslaved peoples as well as the citizens and women of the United States. The course assigns two books and requires a short paper, a longer one, a midterm, and a final.

HIUS 3072: Civil War and Reconstruction

Janney

This course will examine the causes, fighting, and outcomes of the American Civil War and Reconstruction. The course combines lectures, readings, films, and discussion to address such questions as why the war came, why the United States won (or the Confederacy lost), and how the war affected various elements of American society. The principal goal of the course is to provide students with an understanding of the scope and consequences of the bloodiest war in our nation's history--a war that claimed between 620,000 and 700,000 lives, freed nearly 4,000,000 enslaved African-Americans, and settled definitively the question of whether states had the right to withdraw from the Union.

Possible readings include:

Gary W. Gallagher, *Becoming Confederate*

Jacqueline Campbell, *When Sherman Marched North from the Sea*

Ronald White, *Lincoln's Greatest Speech*

Kathryn Shively Meier, *Nature's Civil War*

HIUS 3162: Digitizing America, 1980 to the Present

Balogh

Digitizing America will explore the history of the United States from 1980 to the present through the lens of the information revolution that occurred during this period. Although the course focuses on recent history, it begins with the origins of the digital revolution in World War II. We will examine the origins of technological changes like the mainframe computer, cable television,

and the emergence of the internet and the impact that they had on the economy, politics and social interaction. We will consider the ways in which the speed and ease of access to information served as a catalyst for globalization. On the one hand the combination of cable and satellite technology brought news of distant places into every living room. On the other hand, the powerful ability to collect and sort data allowed individuals to express a range of preferences, and to be identified and targeted based upon these preferences. This created a variety of new identities and associations (meetup.com is a good place to see this in action from the Yorkshire Terrier Meetup to Prosperity Gods Way.) We will also consider the varied impact of the information revolution along class and racial lines. We will examine futuristic visions of the digital age, and the ways in which digital technology changed the way Americans work and play. We will examine cyber-security and cyber-war, especially in the wake of the terrorist attacks of 9/11 and subsequent American foreign policy.

Students will be asked to read approximately 150 pages a week, including books, articles and a range of primary sources. For the weeks that films are assigned, each student is required to watch the assigned film before discussion section. There will be a brief quiz on the reading and viewing at the start of each discussion section. Grades on these quizzes will be part of the student's participation grade – which will count for 20 percent of the total grade.

HIUS 3231: The Rise and Fall of the Slave South

Varon

This course will explore the history of the American South from the colonial period to 1900. The central theme is the changing nature and meaning of “southern distinctiveness.” We will focus on the origins of slavery and the plantation system; the shifting race, gender and class relations among Southerners; sectionalism and the causes of the Civil War; the rise and demise of the Confederacy; Reconstruction and the “New South”; and on social and ideological divisions within the region. We will read a wide range of primary sources including political speeches, slave narratives, newspapers, diaries, letters and memoirs.

HIUS 3411: American Business

Thomas

This course examines the history of the American business enterprise from the workshop to the multi-national corporation. The trend in recent business history research has been to emphasize the genealogy of the contemporary business organization. In part, we shall follow this trend and examine legal, political, economic, and institutional factors as they have helped to shape business enterprise. We shall also be discussing the rise of American business in a wider context, looking particularly at the relationship between government and the corporation. American business history is traditionally taught by the case study method; we will operate within tradition to an extent by focusing on the experiences of key individuals and businesses and relating them to problems and issues inherent in the rise of managerial capitalism.

There are five books assigned for this course:

Alfred D. Chandler, Jr., *The Visible Hand: The Managerial Revolution in American Business* (Cambridge, Mass., 1977);

James Willard Hurst, *Law and the Conditions of Freedom in the Nineteenth Century United States* (Madison, 1955);

Harold Livesay, *Andrew Carnegie and the Rise of Big Business* (New York, 1975);

Alfred P. Sloan, *My Years with General Motors* (New York, 1990);

Frederick W. Taylor, *The Principles of Scientific Management* (New York, 1911).

Other assigned readings are available in a course packet. Readings average 150 pages per week.

The course requirements are a midterm and a final. The first exam sequence will consist of an in-class exam (30% of the final grade) and a take-home essay (20%). The second exam sequence will also have take-home (20% of the final grade) and in-class components (30%).

HIUS 3456: History of U.S. Foreign Relations Since 1914

Leffler

This course will examine the role of the United States in the international arena from World War I to the present. In my lectures, I will examine the motivations, objectives, strategies, and tactics of U.S. policymakers. The course will focus on America's embroilment in two world wars; its Cold War struggle with the Soviet Union; its responses to revolutionary movements abroad; its intervention in Vietnam; its role as hegemon in the international economic system; and its struggle against terrorism and the wars in Iraq, Afghanistan, and Syria. It will conclude with an effort to put Donald Trump's "America First" foreign policy in historical perspective. There will be two or three take-home writing assignments of 3-4 pages, plus a final take-home assignment of two questions asking students to write two essays of 4-5 pages each. I may ask for weekly reflections on the readings or give occasional quizzes. Readings will average about 150-225 pages a week. There will be a textbook, a book of primary source documents, some additional weekly primary documents on UVA collab, and four or five short monographs (dealing with Woodrow Wilson and World War I, FDR and the coming of World War II, the Cold War, the Vietnam War, and contemporary challenges). This will not fulfill the second writing requirement.

HIUS 3652: African American History since 1865

Kahrl

This course studies the history of African Americans in the United States from emancipation to the present. Central to this course is the idea that African American history *is* American history, and that America's past and present-day conditions cannot be understood apart from the struggles and triumphs of African Americans. Course topics include: emancipation and Reconstruction; the age of Jim Crow; the Great Migration and urbanization; movements for equality and justice under law, at the ballot box, in schools, in the workplace, and in public life; and the changing face of race and inequality from the civil rights era to the present.

HIUS 3671: From Civil Rights to Human Rights: The African American Freedom Movement at Home and Abroad

Gaines

In this lecture course, through a variety of historical and multi-media sources and texts, including documentary films, news footage, speeches, journalism, poetry, film, and music, we will survey the post-World War II U.S. Black Freedom Movement, in its local, national, and international dimensions. Students will gain a basic familiarity with the evolving struggles for civil rights, Black power, and their continuing legacies. How did movement activists' understanding of the struggle and vision of freedom change over time? What difference does it make to view African American struggles for equality and full political and social citizenship, in relation to global liberation struggles in Africa? We will also be concerned with movement activism as a crucial site for the internal social and cultural development of African Americans, with particular reference to issues of labor, gender, and sexuality. Attendance will be 40% of the grade, and required readings will average approximately 100 pages/per week.

HIUS 4501: Seminar in United States History

Leffler

In this course we will examine several key questions: What was the Cold War? When, how, and why did it end? Who, if anyone, was responsible for its conclusion? How should we assess the roles of Ronald Reagan, Mikhail Gorbachev, and George H. W. Bush? Did Reagan's military buildup win the Cold War? Did SDI win the Cold War? Why did Gorbachev make so many concessions? Alternatively, was the end of the Cold War the result of exogenous developments like globalization, technological change, the communications revolution, the dynamics of free market forces, the human rights revolution, etc.? In our weekly meetings, much emphasis will be placed on discussion and on the vetting of one another's seminar papers. We will look at some of the essays, articles, chapters, and books of leading scholars on the Cold War. We will also read parts of the memoirs of key policymakers, such as Ronald Reagan, Mikhail Gorbachev, and George H. W. Bush. We will examine key primary source documents that appear on a variety of websites, including those of the National Security Archive, the Woodrow Wilson International Center, and Ronald Reagan files. The focus of the course will be on the preparation of a major research paper based on primary sources. Students will be expected to examine official government documents that now appear on a variety of websites, including the ones mentioned above. Students will also be asked to examine congressional hearings, memoirs, and contemporary newspapers. Students will need to integrate these findings with insights gleaned from the writings of journalists and scholars. Early in the semester students will submit a research proposal, a working bibliography, and an outline. Later in the semester students will discuss drafts of their paper with the entire seminar. They will then have a chance to revise their drafts and submit a final essay of about 25-30 pages, plus notes and bibliography. Papers will be graded on the basis of content, research, style, organization, analysis, and clarity.

HIUS 4501: Gender History of the Civil War Era

Varon

This seminar examines the construction and contestation of gender roles—definitions of womanhood and manhood—during the Civil War era (from the 1830s through the 1870s). We will explore how the gender conventions of the North and South diverged during the antebellum era, and assess how that divergence shaped sectional tensions; re-envision the Civil War as a crisis over gender roles, in which men and women in each section struggled to fulfill—and at times openly rebelled against—the prevailing definitions of women’s sacrifice and of manly heroism; and reveal the gendered dimensions of slave resistance, emancipation and the contest over citizenship during Reconstruction. The course aims to furnish you with the tools to craft an article-length (25 page) research paper, by semester’s end. Students will identify topics, pertaining to our course themes, in consultation with the instructor; in the last four weeks of the course, we will focus on the research and writing process.

HIUS 4559: Cold War Memory and Nostalgia in Global Perspective

Von Eschen

From the popular television show *The Americans* to the *Black Ops Call of Duty* video game, to the assertion by the character “M” in 2007 James Bond *Casino Royale*, “Christ I miss the cold war,” stories about the Cold War and expressions of Cold War nostalgia abound in American popular culture. This course will examine the production of the contested memory/history of the Cold War in sites ranging from museums and monuments, to film, television, video games and music.

Cold War narratives always entail claims about global dynamics, and need to be interrogated through a global and comparative framing. Course readings and our collective examination of media and popular culture will range across the United States and Western Europe as well as the former Eastern bloc, including the Soviet Union, Yugoslavia, East Germany; further considering perspectives from the global south including southern Africa, Cuba, Chile, and Vietnam. Attending to a range of claims about the Cold War, including the blustery, triumphalist nostalgia of U.S. assertions that “we won the Cold War” through military might, the course will also give extended attention to the phenomenon of nostalgia. In the wake of the collapse of the Soviet Union and eastern bloc, Americans shared with their counterparts in the former Soviet Union and eastern and non-aligned blocs, a sense of profound loss and a longing for former patterns of life. Expressed as nostalgia for “Soviet times,” “Yugostalgia,” the East German “ostalgie,” or cold war nostalgia, people in diverse parts of the globe articulated varied forms of nostalgia: sometimes for the relative stability and the predictability of every-day life; sometimes for the era’s international solidarities and sense of shared purpose; sometimes for shared sense of a society, the idea that individual happiness could align with the collective good; and sometimes nostalgia for hope itself.

Students are expected to arrive in class prepared to discuss each week's readings. Most weeks, viewing a film or engaging online-media prior to class will also be required. All student's will produce a final research paper analyzing some aspect of the cultural production of Cold War memory/history. The papers will be developed in two drafts prior to final submission. Paper topics, the scope of research, and readings for the final assignment will be developed in close consultation with the professor and must be approved by the professor. Weekly readings will average between 150-200 pages per week.

Readings will include **excerpts** from the following:

Svetlana Boym, *The Future of Nostalgia* (Basic Books, 2002);

Christina Schwenkel, *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*.

Kristen R. Ghodsee: *Red Hangover: Legacies of Twentieth Century Communism*

Jon Wiener *How we Forgot the Cold War*, (UC Press, 2014)

Loss, Prieto eds, *Caviar With Rum: Cuba-USSR and the Post-Soviet Experience* (Palgrave 2012)

Breda Luthar and Marusa Pusnik, eds., *Remembering Utopia: The Culture of Everyday Life in Socialist Yugoslavia*, (New Academia Publishing, 2010).

Charity Scribner, *Requiem for Communism* (MIT Press, 2003)

Maria Todorova, editor, *Remembering Communism: genres of representation*, (SSRC, 2010).

Von Eschen **excerpts** from *God I Miss the Cold War: Nostalgia, Triumphalism and Global Disorder Since 1989*, (Forthcoming Harvard University Press.)

Films:

Goodbye Lenin 2003

The Lives of Others 2006

The Peacemakers 1997

Red Sparrow 2018

Television:

The Americans 2013-2018

Novels:

Kamila Shamsie: *Burnt Shadows* 2009

Don DeLillo *Underworld*: 1997. (excerpts)

John LeCarré *Absolute Friends*, 2003

HIUS 7041: The Early American Republic, 1783-1830

Taylor

This graduate seminar examines the recent historiography of the United States from the Revolution to the administration of Andrew Jackson. It considers social, cultural, and political history including the history of race and slavery in the formative years of the republic. Students will read approximately twenty books and will write a set of short of precis and one review essay.

HIUS 7261: American Political Development

Balogh

The title of this course does not represent its broad content. The Course will cover the History of the United States from the Gilded Age to the Present. Readings will be drawn from a broad range of approaches to history and in some instances, other disciplines. The subdisciplines represented on the reading list will include: American and the World; Cultural History; Environmental History; History of Technology; Political History; Social History and Urban History.

Students will read at least one book a week and will write a response paper each week. Class discussion will count for 50% of the grade; weekly response papers will count for 25% of the grade, and a final historiography paper will count for the final 25% of the grade.

HIUS 7658: Nineteenth-Century American Social and Cultural History

Janney

This colloquium is designed to introduce students to a range of both older and more recent scholarship on nineteenth-century U.S. history. The course will examine the key historical issues in the nineteenth century such as slavery, wage labor, capitalism, regional variation, gender, the democratic process, the sectional crisis and Civil War, Reconstruction, industrialization, and westward expansion. Central to the course will be an understanding of the relationship between history and historiography. In historical terms, we will read the books with an eye toward developing your own ideas about the meaning and importance of “what happened.” In historiographical terms, we will read to understand how historians have debated historical issues as well as how and why that has changed over time. Participants in this course should emerge with a grasp of the different ways in which historians have defined and interpreted the nineteenth century as well as a sense of some of the areas that beckon future scholars.

This document is maintained by the History Department. Any updates to this document can be found on the department website. Please see Lou’s List for a complete list of Spring 2019 offerings. Note that some course offerings may not be included in this document.

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