HISTORY

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M.A., M.Phil., Ph.D.

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Assistant Professors Jennifer Allen, Sergei Antonov, Denise Ho, Carolyn Roberts

Senior Lecturer Jay Gitlin

FIELDS OF STUDY

Fields include ancient, medieval, early modern, and modern Europe (including Britain, Russia, and Eastern Europe), United States, Latin America, East Asia, Southeast Asia, Middle East, Africa, Jewish history; and diplomatic, environmental, ethnic, intellectual, labor, military, political, religious, social, and women's history, as well as the history of science and medicine (see the section in this bulletin on the History of Science and Medicine).

SPECIAL ADMISSIONS REQUIREMENTS

The deadline for submission of the application for the History graduate program is December 15.

The department requires a short book review (maximum 1,000 words) to accompany the application. It should cover the book that has most shaped the applicant's understanding of the kind of work the applicant would like to do as a historian.

In addition, the department requires submission of an academic writing sample of not more than 25 pages, double spaced. Normally, the writing sample should be based on research in primary source materials.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Language Requirements

All students must pass examinations in at least one foreign language by the end of the first year. Students are urged to do everything in their power to acquire adequate linguistic training before they enter Yale and should at a minimum be prepared to be examined in at least one language upon arrival. Typical language requirements for major subfields are as follows:

African Either (1) French and German or Portuguese or Dutch-Afrikaans; or (2) French or German or Portuguese and Arabic; or (3) French or German or Portuguese or Dutch-Afrikaans and an African language approved by the director of graduate studies (DGS) and the faculty adviser.

American One language relevant to the student’s research interests.

Ancient German and either French or Italian and two ancient languages, one of which must be Greek or Latin and the second of which can be either the second classical language or another ancient language (e.g., Hebrew, Aramaic/Syriac, Demotic, Coptic, Classical Armenian, Sanskrit).

Chinese Chinese and Japanese; additional languages like French, Russian, or German may be necessary for certain dissertation topics.

East European The language of the country of the student’s concentration plus two of the following: French, German, Russian, or an approved substitution.

Global/International Two languages to be determined by the DGS in consultation with the adviser.

Japanese Japanese and one additional language, as approved by the student’s adviser and the DGS.
Jewish Modern Hebrew and German, and additional languages such as Latin, Arabic, Yiddish, Russian, or Polish, as required by the student's areas of specialization.

Latin American Spanish, Portuguese, and French.

Medieval French, German, and Latin.

Middle East Arabic, Persian, or Turkish (or modern Hebrew, depending on area of research) and a major European research language (French, German, Russian, or an approved substitute).

Modern Western European (including British) French and German; substitutions are permitted with the approval of the DGS.

Russian Russian plus French or German with other languages as required.

Southeast Asian Choice of Dutch, French, Spanish, Portuguese, Chinese, Sanskrit, or Arabic, plus one or more Southeast Asian language (e.g., Bahasa Indonesian, Burmese, Khmer, Lao, Malay, Tagalog, Thai, Tetum, or Vietnamese). In certain cases, Ph.D. dissertation research on Southeast Asia may also require knowledge of a regional or local language, e.g., Balinese or Cham.

Foreign students whose native language is not English may receive permission during their first year to hand in some written work in their own language. Since, however, the dissertation must be in English, they are advised to bring their writing skills up to the necessary level at the earliest opportunity.

Additional Requirements

These new regulations will be observed by students admitted in 2013 and following years. Students admitted earlier may opt to observe either the new or the old regulations.

During the first year of study, students normally take six term courses, including Approaching History (HIST 500). During the second year of study, they may opt to take four to six term courses, with the approval of their adviser and the DGS. Students who plan to apply for outside grants at the beginning of their third year are recommended to take the Prospectus Tutorial (HIST 995) during their second year, and it is required for students in European history. The tutorial should result in a full draft of the dissertation prospectus. The ten courses taken during the first two years should normally include at least six chosen from those offered by the department. Students must achieve Honors in at least two courses in the first year, and Honors in at least four courses by the end of the second year, with a High Pass average overall. Courses graded in the Satisfactory/Unsatisfactory mode (HIST 994, HIST 995, HIST 998) count toward the course work requirement but do not count toward the Honors requirement.

Two of the ten courses must be research seminars in which the student produces an original research paper from primary sources. The Prospectus Tutorial does not count as a research seminar. All graduate students, regardless of field, will be required to take two seminar courses in a time period other than their period of specialty.

Students in their second year should choose their courses so that at least one course will prepare them for a comprehensive examination field in their third year. Some fields offer reading seminars specifically designed to help prepare students for examination; others encourage students to sign up for examination tutorials (HIST 994) with one of their examiners.

By the end of their fifth term, students are strongly recommended to take comprehensive examinations. Students will have a choice of selecting three or four fields of concentration: a major field and either two or three minor fields. The examination must contain one minor field that deals 50 percent or more with the historiography of a region of the world other than the area of the student's major field. The examination will have a written component that will be completed before the oral component. For their major field, students will write a historiographical essay of maximum 8,000 words. For each of the minor fields, the student will prepare a syllabus for an undergraduate lecture class in the field. All of these are to be written over the course of the examination preparation process and will be due not less than two weeks prior to the oral portion of the examination. The oral examination examines the students on their fields and will, additionally, include discussion of the materials produced for the written component of the examination. If the student selects the four-field option, the major field will be examined for thirty minutes. If the student selects the three-field option, the major field will be examined for sixty minutes and each minor field for thirty minutes.

By the end of their sixth term, students are strongly recommended to hold a prospectus colloquium, but those who took the Prospectus Tutorial (HIST 995) during their second year are encouraged to hold the colloquium at the beginning of their third year. The prospectus colloquium offers students an opportunity to discuss the dissertation prospectus with their dissertation committee in order to gain the committee's advice on the research and writing of the dissertation and its approval for the project. The dissertation prospectus provides the basis of grant proposals.

Both the comprehensive examinations and the prospectus colloquium must be held by the end of the sixth term.

Completion of ten term courses (including HIST 500), the language requirements of the relevant field, the comprehensive examinations, and the prospectus colloquium will qualify a student for admission to candidacy for the Ph.D., which must take place by the end of the third year of study.
It is also possible for students who have completed extensive graduate work prior to entering the Yale Ph.D. program to complete course work sooner. Students may petition for course waivers based on previous graduate work (up to three term courses) only after successful completion of the first year.

Students normally serve as teaching fellows during four terms to acquire professional training. Ordinarily, students teach in their third and fourth years. During their first term of teaching, students must attend training sessions run by the Poorvu Center for Teaching and Learning and work with the associate director of graduate studies to discuss any matters of concern. Students may teach, normally in their fourth term of teaching, as seminar fellows, teaching an undergraduate seminar in conjunction with a faculty member, if such positions are available.

By the end of their ninth term, students are required to submit a chapter of their dissertation to the dissertation committee. This chapter will then be discussed with the student by the committee, in a chapter conference, to give the student additional advice and counsel on the progress of the dissertation. This conference is designed to be an extension of the conversation begun in the prospectus colloquium and is not intended as a defense: its aim is to give students early feedback on the research, argument, and style of the first writing accomplished on the dissertation. No less than one month before students plan to submit their dissertations, a relatively polished full draft of the dissertation should be discussed with the student by the dissertation committee, in a dissertation defense of one to two hours, to give the students additional advice and counsel on completing the dissertation or on turning it into a book, as appropriate. Students are required to submit the draft to their committee in sufficient time for the committee to be able to read it. This defense is designed to give students advice on the overall arguments and the final shape of the dissertation or book, and to leave time for adjustments coming out of the discussion.

The fellowship package offered to Ph.D. students normally includes twelve months of University Dissertation Fellowship (UDF), which finances a full year of research and writing without any teaching duties. Students may choose to take the UDF at any point after they have advanced to candidacy and before the end of their sixth year. Students are prohibited from teaching when they are on the UDF. The department strongly recommends that students apply for a UDF only after completing the first chapter conference and that they have drafted at least two chapters before starting the fellowship.

Students who have not submitted the dissertation by the end of the sixth year need not register in order to submit. If, however, students wish to register for a seventh year for good academic reasons, they may petition for extended registration. The petition, submitted to the History DGS, will explain the academic reasons for the request. Only students who have completed the first chapter conference will be considered for extended registration.

**EVALUATION OF FIRST- AND SECOND-YEAR GRADUATE STUDENTS**

At the end of each term, the DGS will ask faculty members whether they have serious concerns about the academic progress of any first- or second-year students in the Ph.D. program. Faculty members who have such concerns will provide written feedback to the DGS at the DGS's request. The DGS will use discretion in ensuring that feedback is provided in a clear and effective manner to any students about whom there are concerns. We expect such concerns to be rare.

Toward the end of the academic year, the History faculty will hold a special meeting to review each first- and second-year student in the program. The purpose of the meeting is to assess students' academic progress. In order for second-year students to proceed to the third year, they must demonstrate through written work, classroom performance, and participation in departmental activities that they have the ability to: (a) speak and write clearly; (b) conduct independent research at a high level; and (c) develop coherent scholarly arguments. A faculty vote will be taken at the conclusion of the review meeting to decide whether each second-year student may stay in the program. In the unusual case that a majority of faculty present and voting determine that a student may not continue, the student will be informed in writing and withdrawn from the program. The review meeting must be a full faculty meeting, but faculty members with no knowledge of the students under review may abstain from the vote, and their abstentions will not count in the total. Those members of the faculty who have worked with or know the students being evaluated are required to attend. In the event that any necessary faculty members absolutely cannot be present, they may send their views in writing to the DGS, who will read them at the meeting.

A student informed of a vote of dismissal from the program may submit a formal letter of appeal within two weeks, accompanied by supporting documentation (research or other scholarly work), to the Graduate Advisory Committee. The Graduate Advisory Committee will render a final decision within two weeks of receipt of the appeal. Any members of the Graduate Advisory Committee who have worked directly with the student will recuse themselves from the final vote on the case.

**COMBINED PH.D. PROGRAMS**

**History and African American Studies**

The Department of History also offers, in conjunction with the Department of African American Studies, a combined Ph.D. in History and African American Studies. For further details, see African American Studies.

**History and Classics**

The Department of History also offers, in conjunction with the Department of Classics, a combined Ph.D. in History and Classics, with a concentration in Ancient History. For further details, see Classics.
History and Renaissance Studies

The Department of History also offers, in conjunction with the Renaissance Studies Program, a combined Ph.D. in History and Renaissance Studies. For further details, see Renaissance Studies.

MASTER’S DEGREES

M.Phil. Students who have completed all requirements for admission to candidacy for the Ph.D. may receive the M.Phil. degree.

M.A. (en route to the Ph.D.) Students enrolled in the Ph.D. program may qualify for the M.A. degree upon completion of a minimum of seven graduate term courses at Yale, of which two must have earned Honors grades and the other five courses must average High Pass overall. Students must also pass an examination in one foreign language.

A student in the Ph.D. program in American Studies who wishes to obtain an M.A. degree in History, rather than an M.A. in American Studies, must include in the courses completed at least two research seminars in the History department.

Students enrolled in the Ph.D. program in Political Science may qualify for the M.A. degree in History, rather than an M.A. in Political Science, upon completion of a minimum of six graduate term courses in History at Yale, of which two must have earned Honors grades and the other four courses must average High Pass overall. A student must include in the six courses completed at least two research seminars in the History department.

Terminal Master’s Degree Program For this terminal master’s degree, students must pass seven term courses, four of which must be in History; substantial written work must be submitted in conjunction with at least two of these courses, and Honors grades are expected in two courses, with a High Pass average overall. An undergraduate language course, statistics course, or other applicable course in a technological “language” may count for one course credit toward the graduate degree. All students in this program must pass an examination in one foreign language. Financial aid is not available for this program.

More information is available on the department’s website, http://history.yale.edu.

COURSES

HIST 500a, Approaching History: Problems, Methods, and Theory Jennifer Klein and Noel Lenski
An introduction to the professional study of history, which offers new doctoral students an opportunity to explore (and learn from each other about) the diversity of the field, while also addressing issues of shared concern and importance for the future of the discipline. By the end of the term participants have been exposed to some of the key methodological and theoretical approaches historians have developed for studying different time periods, places, and aspects of the human past. Required of and restricted to first-term History Ph.D. students.

HIST 504b / CLSS 895b, Survey of Greek and Latin Historical Sources Noel Lenski
Familiarizes students with the major sources for Greek and Roman history in the original languages. Covers material to be tested on comprehensive examinations for the Ph.D. in the combined program in Classics and History.

HIST 512a / CLSS 858a, Problems in the Social History of the Ancient World: Family Archives from Greco-Roman Egypt Joseph Manning
An introduction to techniques in papyrology, reading and discussing the structure and content of family archives, and stressing socioeconomic and legal aspects of the texts.

HIST 533a / MDVL 599a, The Twelfth Century Paul Freedman
The growth of European institutions and intellectual life in the twelfth century. Particular emphasis on Anglo-American historiography of the period beginning with Charles Homer Haskins’s 1927 study, The Renaissance of the Twelfth Century.

HIST 539a / ENGL 590a, Materializing the Word: The Book as Object, Technology, Concept, and Event, 1500–1800 David Kastan and Kathryn James
An exploration of various aspects of books as they appeared and were experienced in early modern England. We focus on the material and institutional conditions that enabled, and sometimes inhibited, reading and writing in the period. We also work closely with actual volumes, with the aim of understanding not only the historical conditions shaping the production, circulation, and reception of books (not only printed books) but also what this understanding might contribute to our scholarly reconstructions of the period.

HIST 542a, Law in Medieval Europe Anders Winroth
This seminar explores the creation in the twelfth and thirteenth centuries of a sophisticated system of law, the European Common Law (ius commune). All late medieval and much modern legislation is based on this legal system. The course focuses on its roots in the Roman law of Emperor Justinian and in ecclesiastical legislation. We also study the influence of the ius commune on national and local medieval law. The emphasis is on using law in historical research and on learning the technical skills necessary. Prerequisite: facility with Latin or another relevant medieval language.

HIST 564b / RNST 501b, The Renaissance beyond Italy Carlos Eire
An introduction to the Renaissance beyond Italy, focused on reading and analyzing key texts.
HIST 573b, Death and Remembrance: The Black Death to World War I  Bruce Gordon
This course explores the relationship between death and dying and cultures of memory and remembrance. Drawing on historical, literary, material, and visual texts, students examine the varied ways in which the dead have continued to be present with the living. The beginning and end points of the course are two traumatic moments of mass death that profoundly altered and shaped cultures of memory: the Black Death of the fourteenth century and the mechanized slaughter of the First World War. The course explores the ways in which commemorations of the dead took physical and spiritual forms, looking at questions of sacred space and time, gender, as well as issues of secularization and modernity.

HIST 590b / JDST 764b / RLST 777b, Jews in Muslim Lands from the Seventh through the Sixteenth Century  Ivan Marcus
Introduction to Jewish culture and society in Muslim lands from the Prophet Muhammad to Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire.

HIST 591b / JDST 804b, The Jews in Medieval Europe, 1200–1500  Ivan Marcus
This writing seminar focuses on developing a research paper on some aspect of the history of the Jews living in close relationship with Christians in medieval Europe between 1200 and 1500. Students develop a topic, select bibliography based on primary sources in Hebrew and other languages, write an outline, and produce a draft of a paper between 20 and 25 pages including notes. Students meet with the instructor on a regular basis throughout the process of researching and writing the paper. Deadline for submission of the paper is to be worked out with the instructor.

HIST 594a / JDST 803a, The Jews in Medieval Europe, 800–1200  Ivan Marcus
This writing seminar focuses on developing a research paper on some aspect of the history of the Jews living in close relationship with Christians in medieval Europe between 800 and 1200. Students develop a topic, select bibliography based on primary sources in Hebrew and other languages, write an outline, and produce a draft of a paper between 20 and 25 pages including notes. Students meet with the instructor on a regular basis throughout the process of researching and writing the paper. Deadline for submission of the paper is to be worked out with the instructor.

HIST 595a / JDST 844a / RLST 692a, Introduction to Modern European Jewish History  David Sorkin
This course introduces students to European Jewish history since approximately 1648. It teaches the major historiographical traditions as well as the major themes of European Jewish history. Its audience is students specializing in Jewish history but also other historians who wish to add an understanding of Jewish history to their understanding of Europe.

HIST 625a, Martyrdom and Sainthood in the Early Modern World  Bruce Gordon and Carlos Eire
The late medieval and early modern periods saw a dramatic rise in religious violence and persecution. Heresies—such as the Hussites, Waldensians, and Lollards—unsettled religious and political authorities, leading to armed conflict and attempts to suppress movements with violence. Across northern Europe, the late Middle Ages witnessed increasing numbers of pogroms as Jewish communities continued to be eradicated. At the same time, the period saw a flourishing of the veneration of saints and the canonization of holy men and women. These conflicting trends were only heightened by the Reformation, in which martyrdom and sainthood played central roles. This course explores the willingness to die and kill for one’s faith, and the extraordinary growth in religious heroes, both Protestant and Catholic, who defined emerging confessional identities. The course examines a broad range of texts and visual material considering martyrdom and sainthood in Europe, Asia, and the Americas. Also REL 757.

HIST 628a, Microhistories  Keith Wrightson
A research seminar. The first weeks are devoted to reading and discussing a number of outstanding microhistorical studies of individuals, families, communities, incidents, and processes, principally (though not exclusively) drawn from the literature on the early modern period. Particular attention is paid to questions of sources and their use. Thereafter members of the class undertake individual microhistorical studies on subjects of their choice and present work-in-progress papers to the seminar.

HIST 644a, Readings in European Cultural History  Carolyn Dean
This course covers readings in European cultural history from 1789 to the present, with a focus on Western Europe.

HIST 660a, Twentieth-Century Europe  Jennifer Allen
This reading seminar examines the history of twentieth-century Europe through recent scholarship that employs a range of methods and styles. Rather than attempting to establish a historiographical canon, the course offers an introduction to major themes that have occupied historians of this period and geography. After exploring the defining questions of the nineteenth century in order to understand the longer roots of many concerns of the twentieth, we turn to the topics of migration, war, revolution, anti-Semitism, democracy, the Cold War, decolonization, multiculturalism, and neoliberalism.

HIST 677b, Russia in the Age of Peter the Great  Paul Bushkovitch
An introduction to the principal events and issues during the transformation of Russia in the years 1650 to 1725. Topics include political change and the court; Russia in Europe and Asia; religion and the revolution in Russian culture.

HIST 683b, Global History of Eastern Europe  Timothy Snyder
A thematic survey of major issues in modern east European history, with emphasis on recent historiography. A reading course with multiple brief writing assignments.
HIST 687a, Russia, the USSR, and the World, 1855–1945  Paul Bushkovitch
Political and economic relations of Russia/Soviet Union with Europe, the United States, and Asia from tsarism to socialism.

HIST 701b / AMST 920b, Writing Workshop in U.S. History  Joanne Meyerowitz
For advanced graduate students in History, American Studies, and related fields. Students share and comment on draft dissertation chapters, article manuscripts, and conference papers.

HIST 702a / AMST 802a, Readings in Early National America  Joanne Freeman
An introduction to the early national period and its scholarship, exploring major themes such as nationalism, national identity, the influence of the frontier, the structure of society, questions of race and gender, and the evolution of political cultures.

HIST 714b / AMST 726b, Relational and Intersectional Formations of Race  Staff
A research-intensive seminar organized around relational and comparative scholarship on racial formation and racialization. The first half surveys recent work in American studies, history, ethnic studies, and the humanistic social sciences, examining dynamics of black/brown racialization at the urban scale, indigeneity and racialization, and comparative diasporic and transnational racial formation. Seminar meetings in the second half of the course are organized around workshops of student writing and research.

HIST 718b / AFAM 670b / AMST 675b, Research in African American History since 1865  Crystal Feimster
Project chosen from the post-Civil War period, with an emphasis on twentieth-century African American social and political history, broadly defined. Research seminar. Prerequisite: AFAM 505/AMST 643.

HIST 722b / AFAM 757b / AMST 722b, Research Seminar in Nineteenth-Century U.S. History  David Blight
Some class sessions focus on matters of craft: research techniques, styles of writing narrative and analysis; judging scholarly work; and philosophical dimensions of doing history in the early twenty-first century. The primary focus of the course is for each student to complete their own major research paper. Students in any field of American history are welcome.

HIST 723a / AMST 687a / WGSS 697a, Colonial Domesticity and Reproductive Relations  Lisa Lowe
This interdisciplinary seminar, in collaboration with the Center for Race, Indigeneity, and Transnational Migration (RITM), is open to graduate students and pre- and postdoctoral fellows. In it, we examine the central importance of family, kinship, and domestic and reproductive labor to the cultural and social reproduction of racial colonialisms. Settler colonialism, colonial slavery, overseas empire, and globalization depend not only on the brute force of war, captivity, and occupation; they are also sustained and contested through culture, language, forms of family and household, education, and the social reproduction of race, gender, intimacy, and filiation. We trace a genealogy that considers the long history of colonial impositions of domesticity and family separations: from the violation and separation of enslaved women from their children, to compulsory boarding schools for Native Americans, racialized gendered divisions of care labor and reproductive surrogacy, transnational adoption, and migrant detention. This genealogy simultaneously includes less acknowledged yet longstanding alternative forms of kinship and relation, amalgams of domestic sociality, and nonbiological generation and affiliation. Readings include historical and anthropological studies of household and reproduction under various colonialisms (Ann Laura Stoler, Alys Weinbaum, Jennifer Morgan, Dorothy Roberts, Brenda Child, Kendra Field, Cathleen Cahill, Lisa Brooks, Amy Kaplan, Arissa Oh, Kalindi Vora, Rachel Buff), debates on social reproduction (Tithi Bhattacharya, Silvia Federici, Maria Mies, Ruha Benjamin, Laura Briggs, Alyosha Goldstein, Chandan Reddy, Evelyn Nakano Glenn, Mary Romero), materials on alternative kinship and social relations (Saidiya Hartman, Kyla Schuller, Elizabeth Freeman, Fred Moten), and literary works (Mary Prince, Toni Morrison, Louise Erdrich, Patricia Powell, Patricia Park, Octavia Butler).

HIST 724b / AMST 767b, Research Seminar in U.S. Urban History  Mary Lui
Students conduct archival research to write an original, article-length essay on any aspect of U.S. urban history in any century. The first half of the seminar consists of weekly readings and discussions while the latter half consists of article workshop meetings focused on student writing.

HIST 734b / AMST 780b, Class and Capitalism in the Twentieth-Century United States  Jennifer Klein
Reading course on class formation, labor, and political economy in the twentieth-century United States; how regionalism, race, and class power shaped development of American capitalism. The course reconsiders the relationships between economic structure and American politics and political ideologies, and between global and domestic political economy. Readings include primary texts and secondary literature (social, intellectual, and political history; geography).

HIST 743b / AMST 839b / HSHM 744b, Readings in Environmental History  Paul Sabin
Readings and discussion of key works in environmental history. The course explores major forces shaping human-environmental relationships, such as markets, politics, and ecological dynamics, and compares different approaches to writing about social and environmental change.

HIST 746a or b, Introduction to Public Humanities  Staff
What is the relationship between knowledge produced in the university and the circulation of ideas among a broader public, between academic expertise on the one hand and nonprofessionalized ways of knowing and thinking on the other? What is possible? This seminar provides an introduction to various institutional relations and to the modes of inquiry, interpretation, and presentation by which practitioners in the humanities seek to invigorate the flow of information and ideas among a public more broadly conceived than the academy, its classrooms, and its exclusive readership of specialists. Topics include public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, the socially conscious performing arts, and fundraising. In addition to core readings and discussions, the seminar includes presentations by several practitioners who are...
this empire with attention to the concept of empire and to the indigenous peoples within it. Portugal created Europe’s first and longest-running overseas empire. The course introduces students to the basic texts and historians of HIST 809a, Portugal and Its Empire.

The history of slavery over the longue durée, has been a protean institution in world history, with ancient origins and nearly countless manifestations. This readings course explores slavery from the sale of prisoners of war to compelled domestic or agricultural service in ancient Greece and Rome; elite soldiers in early modern Africa, or in the Ottoman Empire; skilled sugar workers in the early modern Caribbean; the serfs of eighteenth-century Russia; plantation slaves of the U.S. South, or Brazil; as well as the range of forced labor that persists today as human trafficking. Slavery has been a protean institution in world history, with ancient origins and nearly countless manifestations. This readings course explores the history of slavery over the longue durée, moving through time from the ancient world to today with weekly readings on the major slave systems in world history. Student writing includes a historiographical essay on one of the major slave systems discussed in the course.

HIST 760b, American Legal History

Law and the legal profession in American life from the founding to the late twentieth century with readings from the primary sources and the scholarly literature. Subjects include: (1) the public and private roles of lawyers: the lawyer in government and in politics; the modern law firm and its discontents; cause lawyering and its dilemmas; lawyers in a slave society; (2) the role of courts in American government: courts and American democracy; administrative regulation and the common law; economic growth and economic inequality; (3) punishment and the criminal law: lawyers and punishment in American history; the invention and spread of the prison; the incarceration phenomenon and its alternatives; (4) lawyers and the Constitution: the lawyers of 1787; lawyers and the Reconstruction amendments; courts and the Constitution; social movements and the constitution; and (5) lawyers and law in emergencies: ethical dilemmas in wartime; the rise of the military lawyer; habeas corpus and the laws of armed conflict in the American experience. Also LAW 21063.

HIST 790a / GLBL 793a, Relations of the Great Powers since 1890

Paul Kennedy and Arne Westad

Reading seminar. Among the topics covered are the “New Imperialism,” the military and naval arms race prior to 1914, the relationship between domestic politics and foreign affairs, the First World War and the alteration of the Great Power order, the “new diplomacy,” appeasement, the rise of the dictator-states, the origins of the Second World War, military and strategic results of the war, the Cold War, reconstructions of the 1970s and ’80s, the end of the Cold War, post-Cold War relations. There is a heavy emphasis on historiography and an encouragement to relate economic and strategical trends to diplomatic. Open to undergraduate seniors with permission of the instructors.

HIST 791a, Cities of Empire

Paul Kennedy and Jay Gitlin

A study of the relationship between imperialism and urbanism from the early modern period to the twentieth century. Topics include Roman medieval precedents; the uses and meanings of walls; merchant colonies and Latin Quarters; modernist urban planning and the International Style in Africa and the Middle East; comparative metro system in Paris, Algiers, and Montreal; decolonization and imperial nostalgia. Cities to be discussed include Delhi/New Delhi, New Orleans, Dublin, Cape Town, Tel Aviv, Addis Ababa, and many others. Undergraduates require permission of the instructors.

HIST 792a, Research Seminar in International and Transnational History

David Engerman

This seminar provides a venue for writing a substantial research paper that crosses national borders in terms of perspective, analysis, and/or sources. We read some exemplary works of international and transnational history, as well as a number of methodological articles. The bulk of the course focuses on individual research projects that are workshopped in various ways through the term. While the United States figures prominently in the course, students may conduct research on transnational topics from any geography in the nineteenth and twentieth centuries.

HIST 796b / AFAM 796b / AMST 796b, Slave Systems in World History

Edward Rugemer

In the English language there is only one word – “slave,” or its verbal form, “to enslave” – to describe the remarkable variety of conditions that range from the sale of prisoners of war to compelled domestic or agricultural service in ancient Greece and Rome; elite soldiers in early modern Africa, or in the Ottoman Empire; skilled sugar workers in the early modern Caribbean; the serfs of eighteenth-century Russia; plantation slaves of the U.S. South, or Brazil; as well as the range of forced labor that persists today as human trafficking. Slavery has been a protean institution in world history, with ancient origins and nearly countless manifestations. This readings course explores the history of slavery over the longue durée, moving through time from the ancient world to today with weekly readings on the major slave systems in world history. Student writing includes a historiographical essay on one of the major slave systems discussed in the course.

HIST 805a, America and the New International History

Gregory Grandin

Reading seminar. The course covers international relations in the Americas, from the Age of Revolution to the present. It combines social, political, and intellectual history to focus on such concepts as sovereignty, individuation, self-determination, borders, citizenship, social rights and property rights, internationalism, and resource nationalism. Among other topics, the course covers New World wars for republican independence; the Haitian Revolution; slavery and abolition; the Mexican-American War; the War of 1898; the founding of the League of Nations and the United Nations; the Cold War and the New International Economic Order.

HIST 809a, Portugal and Its Empire

Stuart Schwartz

Portugal created Europe’s first and longest-running overseas empire. The course introduces students to the basic texts and historians of this empire with attention to the concept of empire and to the indigenous peoples within it.
HIST 813b, The Liberation Theology Movement in Latin America: History and Sources  Erika Helgen
This course explores the history of liberation theology and liberationist Christian movements in Latin America, paying particular attention to the political, economic, social, and cultural ramifications of the emergence of the "Church(es) of the People." The majority of the assigned readings are primary sources that document a wide variety of liberationist experiences and actors. Students read about activists in peasant leagues, priests resisting authoritarian regimes, bishops coming together to outline new paths for the Latin American Catholic Church, women promoting feminist liberation theologies, laypeople leading ecclesial base communities, and more. The seminar examines and discusses a number of questions, including: How did the liberation theology movement change over time? What was the relationship between religion and politics in Latin America during times of war and dictatorship? How did the liberation theology movement subvert traditional notions of political and religious authority? What does it mean to build a "Church of the People," and how did the liberation theology movement succeed and/or fail to build such a church?

HIST 820a, Problems in Modern Mexican History: People, State, and Nation in Historical Motion  Gilbert Joseph
Focusing on the relationship between forms of the state and grassroots political culture, the course examines prevailing trends and controversies in historical writing on Mexico, with special attention given to the Mexican Revolution and its legacies.

HIST 821a, A Greater Caribbean: New Approaches to Caribbean History  Anne Eller
This course is taught in conjunction with a course of the same title and scope at Cornell University with Professor Ernesto Bassi. We engage with new work emerging about the Greater Caribbean in the context of Latin America, the African diaspora, Atlantic history, global history, comparative emancipation from chattel slavery, and the study of global revolutions. Students make in-class presentations that locate these titles in a deeper historiography with classic texts. This course crosses imperial boundaries of archives and historiography in order to consider the intersecting allegiances, identities, itineraries, and diaspora of peoples, in local, hemispheric, and global context. Some central questions include: What is the lived geography of the Caribbean at different moments, and how does using different geographic and temporary frameworks help approach the region’s history? What role did people living in this amorphously demarcated region play in major historical transformations of the eighteenth and nineteenth centuries? How did the varied but interconnected processes of Caribbean emancipation impact economic and political systems throughout the Atlantic and beyond? The course concludes with a mini-conference in which students of both universities come together to discuss the state of the field and future directions in Caribbean history.

HIST 833b, Agrarian History of Africa  Robert Harms
The course examines changes in African rural life from precolonial times to the present. Issues to be examined include land use systems, rural modes of production, gender roles, markets and trade, the impact of colonialism, cash cropping, rural-urban migration, and development schemes.

HIST 834a / AFST 834a, Culture, Community, Nation in African History  Daniel Magaziner
This readings course considers the cultural history of African communities, focusing on the nineteenth and twentieth centuries. Topics include art and the colonial encounter; popular culture and nationalism; histories of health and healing; performance, music, and writing in city life; and other subjects. Students read one monograph or selected articles per week, offer short response papers weekly, lead a class session, and present one historiographical essay at the end of the term.

HIST 839a / AFST 839a, Environmental History of Africa  Robert Harms
An examination of the interaction between people and their environment in Africa and the ways in which this interaction has affected or shaped the course of African history.

HIST 844a, Readings in Ottoman History  Alan Mikhail
An introduction to the historiography of the Ottoman Empire. Readings include classics in the field as well as examples of recent trends and innovative new works. Emphasis is placed on methodology, source usage, questions or periodization, and other interpretive problems. All students should read Caroline Finkel's *Osman's Dream* for the first meeting. Open to advanced undergraduates with permission of the instructor.

HIST 856a, Readings in Early Modern and Modern Iran  Abbas Amanat
Major studies on Iran and its neighbors from 1501 to 1989 covering political and socioeconomic aspects as well as diplomacy, gender, identity, and culture. No language proficiency is required.

HIST 861b, Research in Ottoman History  Alan Mikhail
Research seminar focused on methods, sources, and problems in the field of Ottoman history. The overall goal is for students to produce a publishable article based on primary materials. Topics may come from any period of Ottoman history.

HIST 873a / EALL 873a / EAST 573a, China and the World in the Twentieth Century  Peter Perdue and Jing Tsy
Reading and discussion of significant themes in China and world history in the first decade of the twentieth century. We concentrate on topics that contain international, transnational, and comparative implications, and include discussion of literary and historical material. Most readings are in English, but selected primary sources in Asian languages may be used. Open to all History, East Asian Studies, and East Asian Languages and Literatures students, and others by request. Includes research paper and weekly writing exercises. Prerequisite: knowledge of one foreign language, European or Asian.
HIST 875b / EALL 705b, The Tang Dynasty  Valerie Hansen and Lucas Bender
A survey of genres from the Tang Dynasty: the dynastic histories, other chronicles, literati notes, collected papers, *chuanqi* fiction, transformation texts, and poetry. In addition to frequent translation exercises, students do research projects that cross the usual disciplinary lines dividing history and literature.

HIST 884b, Readings in the History of Modern Japan  Daniel Botsman
This course offers students an opportunity to explore recent English-language scholarship on the history of modern Japan (post-1868).

HIST 892b, China at Its Borders  Denise Ho
This reading seminar examines recent English-language scholarship on China's engagement with the world, focusing on the nineteenth and twentieth centuries. Weekly topics include the following themes: frontiers and borders, the region as a unit of analysis, trading systems and regulation, migration and diaspora, models of modernity and revolution, World War II and the Cold War, socialist internationalism, the era of reform and opening, and China's global ambitions today.

HIST 913a / HSHM 713a, Geography and History  William Rankin
A research seminar focused on methodological questions of geography and geographic analysis in historical scholarship. We consider approaches ranging from the Annales School of the early twentieth century to contemporary research in environmental history, history of science, urban history, and more. We also explore interdisciplinary work in social theory, historical geography, and anthropology and grapple with the promise (and drawbacks) of GIS. Students may write their research papers on any time period or geographic region, and no previous experience with geography or GIS is necessary. Open to undergraduates with permission of the instructor.

HIST 917a / HSHM 719a, Natural History in History  Paola Bertucci
The changing meaning of natural history, from antiquity to the nineteenth century. Topics include technologies and epistemologies of representation, the commodification of natural specimens and bioprospecting, politics of collecting and displaying, colonial science and Indigenous knowledge, the emergence of ethnography and anthropology. Students work on primary sources in Yale collections.

HIST 920a / HSHM 916a, Advanced Research in History of Science and Medicine  Deborah Coen
This course explores the role of travel in the making of scientific knowledge from the Renaissance to the Enlightenment. It focuses on museums and cabinets of curiosities; voyages of exploration and scientific journeys; correspondence networks, espionage, and colonialism; scientific imagery and fictional travels.

HIST 921b / HSHM 710b, Problems in Science Studies  Joanna Radin
Exploration of the methods and debates in the social studies of science, technology, and medicine. This course covers the history of the field and its current intellectual, social, and political positioning. It provides critical tools—including feminist, postcolonial, and new materialist perspectives—to address the relationships among science, technology, medicine, and society.

HIST 925b / HSHM 749b, Visual and Material Cultures of Science  Paola Bertucci
The seminar discusses recent works that address the visual and material cultures of science. Visits to Yale collections, with a particular emphasis on the History of Science and Technology Division of the Peabody Museum. Students may take the course as a reading or research seminar.

HIST 930a / AMST 878a / HSHM 701a, Problems in the History of Medicine and Public Health  John Warner
An examination of the variety of approaches to the social, cultural, and intellectual history of medicine, focusing on the United States. Reading and discussion of the recent scholarly literature on medical cultures, public health, and illness experiences from the early national period through the present. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between vernacular and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; health activism and social justice; citizenship, nationalism, and imperialism; and the visual cultures of medicine.

HIST 931b / HSHM 702b, Problems in the History of Science  Deborah Coen
Close study of recent secondary literature in the history of the physical and life sciences. An inclusive overview of the emergence and diversity of scientific ways of knowing, major scientific theories and methods, and the role of science in politics, capitalism, war, and everyday life. Discussions focus on historians’ different analytic and interpretive approaches.

HIST 937b / AFAM 752b / HSHM 761b, Medicine and Empire  Carolyn Roberts
A reading course that explores medicine in the context of early modern empires with a focus on Africa, India, and the Americas. Topics include race, gender, and the body; medicine and the environment; itineraries of scientific knowledge; enslaved, indigenous, and creole medical and botanical knowledge and practice; colonial contests over medical authority and power; indigenous and enslaved epistemologies of the natural world; medicine and religion.

HIST 943b / HSHM 736b / WGSS 730b, Health Politics, Body Politics  Naomi Rogers
A reading seminar on struggles to control, pathologize, and normalize human bodies, with a particular focus on science, medicine, and the state, both in North America and in a broader global health context. Topics include disease, race, and politics; repression and regulation of birth control; the politics of adoption; domestic and global population control; feminist health movements; and the pathologizing and identity politics of disabled people.
HIST 949a / HSAR 832a / HSHM 656a, Photography and the Sciences  Chitra Ramalingam
Does photography belong in the history of art, or does its status as an “automatic” or “scientific” recording technique and its many uses in the sciences distinguish its history from that of earlier visual media? How does photography look when we approach it from the cultural history of science? How might its role in the sciences have shaped photographic aesthetics in the arts? This course examines the making of photography’s discursive identity as an experimental and evidentiary medium in the sciences, from its announcement to the public in 1839 to the digital innovations of the present day. We take a historical and archival perspective on uses for (and debates over) photography in different fields of the natural and human sciences, grounded in visits to photographic collections at Yale.

HIST 950b / HSHM 765b, Workshop for Article Publication  William Rankin
Writing a seminar paper is something quite different from revising it, polishing it, incorporating feedback, and ultimately publishing it. These are crucial skills, especially given the benefits of having a stand-alone article in press before the dissertation is complete. This writing seminar is open to all students in History, HSHM, and allied fields who have previously written an article-length research paper. Working together and individually, the goal of the term is to revise the paper in preparation for submission to an academic journal (of the student’s choice). We address common writing dilemmas—including structure, argument, introductions, scale, evidence, and intervention—as well as strategies for choosing a journal, writing within and beyond a subfield, and (eventually) responding to peer review. Similar to the Mellon writing-in-residence program, we prioritize collegial support and constructive exchange. Open to all topics, time periods, and methodological approaches.

HIST 963a and HIST 964b / ANTH 963a and ANTH 964b / HSAR 841a and HSAR 842b / HSHM 691a and HSHM 692b, Topics in the Environmental Humanities  Paul Sabin
This is the required workshop for the Graduate Certificate in Environmental Humanities. The workshop meets six times per term to explore concepts, methods, and pedagogy in the environmental humanities, and to share student and faculty research. Each student pursuing the Graduate Certificate in Environmental Humanities must complete both a fall term and a spring term of the workshop, but the two terms of student participation need not be consecutive. The fall term each year emphasizes key concepts and major intellectual currents. The spring term each year emphasizes pedagogy, methods, and public practice. Specific topics vary each year. Students who have previously enrolled in the course may audit the course in a subsequent year. Open only to students pursuing the Graduate Certificate in Environmental Humanities. ½ Course cr per term

HIST 965a / ANTH 541a / PLSC 779a, Agrarian Societies: Culture, Society, History, and Development  James Scott, Elisabeth Wood, and Peter Perdue
An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformations of rural society. Team-taught.

HIST 966b / GLBL 827b, Totalitarianism: An Intellectual History  Marci Shore
Fall 2017 marked the 100th anniversary of the Bolshevik Revolution, which ushered in the largest and most all-encompassing social engineering experiment in human history. For most of the past hundred years, historians, novelists, social scientists, and philosophers (many themselves victims, survivors, or disillusioned believers) have struggled to understand the twentieth-century experiences of Nazism, fascism, and Stalinism. Politics alone fails to explain what the Russian philosopher Nikolai Berdiaev described as a “deep deformation of the structure of consciousness” prompting “individual conscience to flee from the world.” We discuss what we can learn about our present “post-factual” world where, as Peter Pomerantsev describes, “nothing is true and everything is possible,” by revisiting classic works like Hannah Arendt’s Origins of Totalitarianism. Other authors likely include Vasily Grossman, Eugen Ionescu, Tony Judt, Victor Klemperer, Leszek Kolakowski, Czeslaw Milosz, and George Orwell.

HIST 967a, Intellectual History as Storytelling  Marci Shore
This seminar explores the discipline of intellectual history from the perspective of the historian’s role as author of that history. Topics include the challenges of working with highly personal and subjective sources; the moral dilemmas of relativism; and the relationship between voyeurism and empathy. How do historians relate to novelists grappling with similar material? How can we narrate the history of ideas? How can we write nonfiction about people whose worldviews involved elaborate fantasies about the past, present, and future? How can we situate abstract ideas in concrete times, places, and lives? How do we integrate narrative and analysis? When is it justified to write about the present? The relationship between lunacy and genius is often very intimate; we discuss how historians can approach morally ambiguous historical protagonists be they communist poets, surrealist novelists, fascist philosophers, or others. We focus on storytelling, on history as both art and Wissenschaft. Readings include novels, essays, narrative nonfiction, and the genres in between.

HIST 972a / GLBL 820a, Freedom and History  Timothy Snyder
The idea of human freedom is a central theme of history, but it is also a central problem of historical method. This course surveys attempts in philosophy, literature, and historiography to address three questions. Where does historical reconstruction end and the imponderable begin? In what measure does the endeavor of history itself depend upon a protective notion of individual freedom? How should the historian navigate between writing as an expression of individuality and writing as self-restraint?

HIST 980a, Genocide in History and Theory  Benedict Kiernan
Comparative research and analysis of genocidal occurrences around the world from ancient times to the present; theories and case studies; an interregional, interdisciplinary perspective. Readings and discussion, guest speakers, research paper.

HIST 994a or b, Oral Exam Tutorial  Staff
Graded Satisfactory/Unsatisfactory.
HIST 995a or b, Prospectus Tutorial  Staff
Graded Satisfactory/Unsatisfactory.

HIST 998a or b, Directed Readings  Staff
Offered by permission of the instructor and DGS to meet special requirements not covered by regular courses. Graded Satisfactory/Unsatisfactory.

HIST 999a or b, Directed Research  Staff
Offered by arrangement with the instructor and permission of DGS to meet special requirements.