HISTORY

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

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Assistant Professors Jennifer Allen, Sergei Antonov, Denise Ho, Benedicto Machava, Nana Quarshie, Carolyn Roberts

Senior Lecturers Jay Gitlin, Stuart Semmel, Rebecca Tannenbaum

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 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.
HIST 500a, Approaching History: Problems, Methods, and Theory  Jennifer Klein and Sunil Amrith
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 506a / CLSS 856a / MDVL 506a, Human Migration in Antiquity  Noel Lenski
This course examines the processes of human migration in premodern societies with an emphasis on ancient Rome. It explores voluntary and forced migrations, their motivations, processes, and outcomes. Particular attention is paid to sources and problems in the period of late antiquity, when human migration helped drive the collapse of the Roman Empire.

HIST 507b / CLSS 829b / LING 668b / NELC 668b, Historical Sociolinguistics of the Ancient World  Kevin van Bladel
Social history and linguistic history can illuminate each other. This seminar confers the methods and models needed to write new and meaningful social history on the basis of linguistic phenomena known through traditional philology. Students learn to diagnose general historical social conditions on the basis of linguistic phenomena occurring in ancient texts. Prerequisite: working knowledge of at least one ancient language.

HIST 510b / CLSS 813b, The Long Fourth Century: 404/3–272 BCE  Joseph Manning and Jessica Lamont
This advanced seminar provides a broad overview of the major themes and problems in Greek history from the end of the Peloponnesian War in 404/3 BCE through the first quarter of the third century BCE, with an emphasis on the scholarship of the past twenty years. Ideally, readings function as foundations on which to build further research (e.g., toward a dissertation, article, or some less far-reaching enterprise) or as starting points from which to begin devising and organizing your own courses of instruction (syllabi). Using a variety of methods and sources, including papyri, literary texts, inscriptions, material remains, and secondary scholarship, this course surveys the development of Greek economic, political, social, and cultural history during the “long” fourth century BCE. Geographically the course ranges across much of the eastern and central Mediterranean, from Egypt to the Levant to mainland Greece to Sicily to Carthage.

HIST 513b / CLSS 872b / MDVL 513b / NELC 683b / RLST 619b, Law and History, Law in History: Premodern Civilizations through the Lens of Legal Historiography  Maria Doerfler and Travis Zadeh
This seminar invites students into a comparative exploration of the intersection of law, history, and historiography in the ancient and premodern world. Sessions explore these links across a variety of linguistic and geographic settings, including those of ancient and medieval India, China, Persia, Greece, and Rome, as well as in different political, religious, literary, and archaeological contexts. The seminar constructs the category of law expansively to encompass civic, religious, and hybrid forms of legislation. In the process, we seek to explore, inter alia, questions of the relevance of history for the study of law, history’s deployment in the context of legal writings, and law’s concomitant relevance for historiography; the use of theoretical models, including those forged in modern and postmodern contexts, for the study of law and legal historiography; and the implications of discourses about law and history in premodernity for contemporary, post-secular societies.

HIST 532a / MDVL 585a, Problems in Church History, 800–1500  Paul Freedman
The course runs chronologically from the Carolingian Empire and its form of imperial church governance through the ecclesiastical reform of the eleventh century, monastic orders and their proliferation in the twelfth century, the emergence of the papal monarchy, and challenges to church authority from secular rulers and popular, sometimes heretical, movements. It ends with the upheavals of the late Middle Ages, specifically the Great Schism of 1378–1417 and the failed conciliar movement of the fifteenth century. Among the sources to be considered are cathedral and monastic cartularies, archival documents, saints’ lives and other biographies of church figures, and
records indicating the position of the church in the secular world, including education, commerce, city planning, and jurisdictional conflicts.

HIST 570b / AMST 836b, American Religion in the Archives Tisa Wenger
An advanced seminar on archival research methods for historians of American religion. The class begins with readings that theorize the archive, particularly for the study of American religion. What counts as an archive? How are archives constituted and by whom? What are the limits and pitfalls of archives—and the construct of "the archive"—for research in this field? Over the course of the term, students are guided through the process of writing an archivally grounded research paper using Yale Divinity School Library Special Collections and the Beinecke Rare Book and Manuscript Library. Enrollment capped at fifteen; meets at YDS Library L104.

HIST 575b / RLST 795b, Jonathan Edwards and American Puritanism Harry Stout and Kenneth Minkema
This course offers students an opportunity for intensive reading in and reflections upon the significance of early America's premier philosophical theologian through an examination of the writings of the Puritans, through engagement with Edwards's own writings, and through selected recent studies of Euro-Indian contact. Through primary and secondary literature, the course familiarizes students with the life and times of Edwards and encourages reading and discussion about his background, historical and intellectual contexts, and legacy.

HIST 579a / RLST 679a, Popular Religion in Europe, 1300–1700 Carlos Eire
Readings and discussion in recent scholarship on the history of religion in the Christian West in the late medieval and early modern periods.

HIST 581a, Religion in Latin America Erika Helgen
This course examines the richness and diversity of Latin American religious culture, paying special attention to how religious practices and identities often defy boundaries and categories of religious denomination. This course explores how Latin American religious culture has grown and evolved throughout history, asking questions such as: How should we define "popular" religion? How does the rise of religious pluralism impact the nature of Latin American religious culture? What can we learn from transnational expressions of religious identity? How does popular religious culture evolve and change in an era shaped by mass media and tourism?

HIST 582a / AMST 705a / RLST 705a, Readings in Religion in American Society, 1600–2018 Harry Stout and Kenneth Minkema
This seminar explores intersections of religion and society in American history from the colonial period to the present as well as methodological problems important to their study. It is designed to give graduate students a working knowledge of the field, ranging from major recent studies to bibliographical tools. In short, the seminar is a broad readings course surveying religion in American history from colonization to the present. It is not a specialized research seminar, but it does require a basic understanding of historiography.

HIST 586a, U.S. Catholic History Remapped Erika Helgen
In 2010, historian Timothy Matovina called for a "remapping" of U.S. Catholicism, allowing previously overlooked places, people, and events to shape the broader narratives of Catholic history. This course examines how such remappings have been taking place within U.S. Catholic historiography as scholars aim to highlight the dynamism and diversity of the U.S. Catholic experience. Topics include the long history of Catholicism in the Southwest and South; the intersection of race and Catholic culture throughout the United States; the influence of the Catholic Church in the U.S. imperial project; the role of Catholic lay and religious women in the growth and leadership of the U.S. church; the emergence of Catholic lived religion in Italian Harlem; Catholic activists fighting for civil rights, labor rights, and liberation in Latin America; and more.

HIST 590b / J DST 764b / MDVL 590b / 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 596a / J DST 761a / MDVL 596a / RLST 773a, Jewish History and Thought to Early Modern Times Ivan Marcus
A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings.

HIST 597b / J DST 861b / RLST 797b, Twentieth-Century Jewish Politics David Sorkin
This seminar explores major aspects of twentieth-century Jewish politics with an emphasis on new forms of political practice.

HIST 604a / J DST 860a / MDVL 604a / RLST 616a, Jews and Christians in the Formation of Europe, 500–1500 Ivan Marcus
This seminar explores how medieval Jews and Christians interacted as religious societies between 500 and 1500.

HIST 622b, Cultural Contacts: Ourselves and Others in the Early Modern Era Stuart Schwartz
An examination of the encounters between Europeans and other peoples, 1480–1800, with attention to the role of perception, conceptions, and events on both sides of such meetings. Both the history of such encounters as well as the theories of alterity and cultural perceptions are discussed.
HIST 652a, British Identity since 1800  Stuart Semmel
This course explores recent historical writings in British national identity. A significant number of readings consider the imperial dimension of modern British history, but other topics include race, postcolonial immigration and multiculturalism, the “four nations” (England, Scotland, Wales, Ireland), and European integration.

HIST 654a / FREN 700a, Readings in Modern 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 664a / GMAN 610a, Historiography of Modern Germany  Jennifer Allen
This reading seminar surveys major themes in German history since unification. Through readings of both classic and recent research, students familiarize themselves with key debates that have shaped historical understanding of modern Germany.

HIST 669a, European Empires and Law  Lauren Benton
Empires used law to structure conquest, establish the legitimacy of rule, justify violence, and absorb new populations and territories. Imperial interactions with conquered populations developed in important ways through the medium of law. The conflicts in and among empires helped to shape the global legal order and to mold the contents of international law. This course considers these and other topics and problems. Readings include selections from the works of key European jurists but focus mainly on providing students with a firm grasp of trends in the secondary literature on empire and law. The emphasis is on the legal history of European empires between 1900 and 1990, but students are encouraged to explore topics and interests in other imperial historiographies.

HIST 683b, Global History of Eastern Europe  Timothy Snyder
A thematic survey of major issues in modern Eastern 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 688b, New Approaches to Russian and Eurasian History: The Archival Revolution  Sergei Antonov
A reading seminar addressing recent work on Russian and Soviet history grounded in the ongoing “archival revolution” that began in the late 1980s. After reviewing the major earlier paradigms, we examine how they were overturned or significantly modified by archival-based evidence. Topics include the development of government and the law; historical actors and places marginalized by the earlier historiography, such as non-capital regions, the middle classes, conservatism, religion, and (more generally) non-state structures; and Russia’s position in the imperial, Soviet, and post-Soviet periods as a vast and complex multiethnic political entity. Class discussions in English. Readings in English with Russian options available.

HIST 698b, Readings in Early American History  Mark Peterson
This readings seminar introduces students to the historical literature on European colonization of North America and the Caribbean, from the sixteenth century to the age of the American Revolution. It covers major themes in the scholarship, including European-Indigenous American contact and conflict, the rise of African chattel slavery, the institutional and political development of colonial America’s societies and economies, the formation and dissolution of Britain’s American empire, and the emergence of new American cultures. The assigned readings connect classics in this very rich scholarly field to recent works. As such, the course serves as excellent preparation for comprehensive exam fields, but also offers students interested in doing advanced research in this period the opportunity to explore promising topics.

HIST 700a / AMST 801a, U.S. Colonial Present  Lisa Lowe
Settler colonialism, slavery, racialized immigration, and military empire have been integral to the emergence of the U.S. nation, state, and economy, and their historical consequences continue today. In this interdisciplinary seminar, we study the relevance of these historical and ongoing formations to the founding and development of the United States, giving attention to the independence of each, as well as to their differences, convergences, and contestations. We consider the strengths and limits of given analytic frames for understanding our current historical crises of public health, economic austerity, and racial state violence. Despite the differentiated histories of settler colonialism, slavery, and empire, contemporary struggles and solidarities can identify links and convergences that colonial logics may disallow. The seminar includes readings in history, anthropology, political theory, and literature, as well as films and other media. Enrollment limited. Permission of the instructor required.

HIST 703a / AMST 803a, Research in Early National America  Joanne Freeman
A research seminar focused on the early national period of American history, broadly defined. Early weeks familiarize students with sources from the period and discuss research and writing strategies. Students produce a publishable article grounded in primary materials.

HIST 721b / AFAM 626b / RLST 626b, African American Religious History  Nicole Turner
African American religions have been central to the African American experience since Africans arrived in North America. An amalgam of traditional African religions, Christianity, Islam, Judaism, and African American ingenuity, African American religions are dynamic and multifaceted. Although they are often depicted as sources of black resilience and emblems of black resistance, they have also been critiqued for marginalizing and racializing black people, as well as encoding archaic gender paradigms and reinforcing class divisions. This course explores the ways histories of African American religions have produced these various interpretive frames. Questions that animate the course include: What role have African American religions played in African American life? How have scholars studied the history of African American religions and ultimately shaped the discourse about African American religious life, and by
extension African American history? The course engages foundational works, such as Albert Raboteau's *Slave Religion* and Evelyn Brooks Higginbotham's *Righteous Discontent*, as well as newer works like Judith Weisenfeld's *New World A-Coming* and Matthew Harper's *The End of Days*.

**HIST 720b / AFAM 771b / AMST 830b, The American Carceral State** Elizabeth Hinton

This readings course examines the historical development of the U.S. carceral state, focusing on policing practices, crime control policies, prison conditions, and the production of scientific knowledge. Key works are considered to understand the connections between race and the development of legal and penal systems over time, as well as how scholars have explained the causes and consequences of mass incarceration in America.

**HIST 731a / AMST 853a, Research in Recent U.S. History** Joanne Meyerowitz

Students conduct research in primary sources and write original essays on post-1945 U.S. history. Readings include scholarly articles that might serve as models for students' research projects.

**HIST 732b, Research and Writing the History of the Yale History Department** Jay Gitlin

In this seminar, we spend eight weeks in a readings-and-discussion format. Topics include Leopold von Ranke and the rise of source-based “Scientific History,” the establishment of history as part of the core curriculum at Yale in 1917 and as a department in 1919, and the career of Charles M. Andrews and his role in encouraging women graduate students. We examine Allen Johnson and the Chronicles of America Series (fifty volumes and fifteen films). After looking at the modernization of the department in the era of Edmund Morgan, John Morton Blum, Howard Lamar, and C. Vann Woodward, we spend four weeks in research workshops discussing periodization, curricular change, and faculty diversity over time with the intent of producing a publishable history of the department.

**HIST 733a / AMST 800a, The United States in the Twentieth Century** Beverly Gage

An introduction to the historiography of the United States in the twentieth century. Emphasis on methodology and major interpretive problems. Readings include “classics” as well as exemplary recent works.

**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 746b / AMST 903b / PHUM 903b, Introduction to Public Humanities** Karin Roffman

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 currently engaged in different aspects of the Public Humanities. With the help of Yale faculty and affiliated institutions, participants collaborate in developing and executing a Public Humanities project of their own definition and design. Possibilities might include, but are not limited to, an exhibit or installation, a documentary, a set of walking tours, a website, a documents collection for use in public schools.

**HIST 747b / AFAM 763b / AMST 731b, Methods and Practices in U.S. Cultural History** Matthew Jacobson

This sampling of U.S. cultural history from the early national period to the present is designed to unfold on two distinct planes. The first is a rendering of U.S. culture itself—a survey, however imperfect, of the major currents, themes, and textures of U.S. culture over time, including its contested ideologies of race and gender, its organization of productivity and pleasure, its media and culture industries, its modes of creating and disseminating “information” and “knowledge,” its resilient subcultures, and its reigning nationalist iconographies and narratives. The second is a sampling of scholarly methods and approaches, a meta-history of “the culture concept” as it has informed historical scholarship in the past few decades. The cultural turn in historiography since the 1980s has resulted in a dramatic reordering of “legitimate” scholarly topics, and hence a markedly different scholarly landscape, including some works that seek to narrate the history of the culture in its own right (Kasson's history of the amusement park, for instance), and others that resort to cultural forms and artifacts to answer questions regarding politics, nationalism, and power relations (Melani McAlister's *Epic Encounters*). In addition to providing a background in U.S. culture, then, this seminar seeks to trace these developments within the discipline, to understand their basis, to sample the means and methods of “the cultural turn,” and to assess the strengths and shortcomings of culture-based historiography as it is now constituted.

**HIST 749a / AMST 838a / HSHM 753a, Research in Environmental History** Paul Sabin

Students conduct advanced research in primary sources and write original essays over the course of the term. Readings and library activities inform students’ research projects. Interested graduate students should contact the instructor with proposed research topics.
HIST 764a / AFAM 716a / AMST 910a, Working Group on Latina/o Studies I  Stephen Pitti and Alicia Schmidt Camacho
A continuous workshop for graduate students in American Studies, History, African American Studies, and related fields. This group devotes the fall term to intensive reading and discussion of important interdisciplinary texts in Latina/o studies. Students interested in participating should contact stephen.pitti@yale.edu.

HIST 768b / AMST 768b, Asian American History and Historiography  Mary Lui
This reading and discussion seminar examines Asian American history through a selection of recently published texts and established works that have significantly shaped the field. Major topics include the racial formation of Asian Americans in U.S. culture, politics, and law; U.S. imperialism; U.S. capitalist development and Asian labor migration; and transnational and local ethnic community formations. The class considers both the political and academic roots of the field as well as its evolving relationship to “mainstream” American history.

HIST 775b / AMST 866b / WGSS 712b, Readings in the History of Sexuality  Joanne Meyerowitz
Selected topics in the history of sexuality. Emphasis on key theoretical works and recent historical literature.

HIST 790a / GLBL 793a, Relations of the Great Powers since 1890  Paul Kennedy
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, reconfigurations 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 strategic trends to diplomatic. Open to undergraduate seniors with permission of the instructors.

HIST 792b, 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. While there are a handful of general readings, the bulk of the course focuses on individual research projects that are worked up in various ways through the term. The seminar focuses especially on digital sources for international/transnational history. 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 810a, Introduction to Brazilian History  Stuart Schwartz
An introduction to the historical problems and historiography of Brazil. Readings of basic books in the field and discussion of the historiographical traditions. Basic readings are in English but students are encouraged to use Portuguese.

HIST 815b, Slavery in the Atlantic World  Stuart Schwartz and Marcela Echeverri Munoz
This seminar provides an introduction to the legal, economic, social, and political dimensions of the history of slavery in the Atlantic world. With a comparative perspective, it examines the rise and fall of the institution of slavery in the European Atlantic empires between the sixteenth and nineteenth centuries. Topics include the transatlantic slave trade, the plantation economy and the master class, alternative slave economies, slave life and politics, free blacks, and abolitionism during the Age of Revolutions.

HIST 825b, New Nations  Anne Eller
This seminar examines classic and new works on state building after independence in Latin America and the Caribbean.

HIST 836a / AFST 836a, Histories of Postcolonial Africa: Themes, Genres, and the Phantoms of the Archive  Benedito Machava
This course is both historiographic and methodological. It is meant as an introduction to the major themes that have dominated the study of postcolonial Africa in recent years, and the material circumstances in which they were produced. We pay close attention to the kinds of sources and archives that scholars have employed in their works, and how they addressed the challenges of writing contemporary histories in Africa. We center our weekly meetings around one key text and one or two supplementary readings. We engage with works on politics, violence, environment and technology, women and gender, affect, fashion, leisure, and popular culture.

HIST 837a / AFST 837a, Decolonization and Independence in Africa  Robert Harms
This seminar looks at the process of decolonization in twentieth-century Africa and explores some of the major political, economic, and cultural forces that influenced the trajectories of independent African countries.

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 on 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 862a, Persian Art of Governance: Text and Context  Abbas Amanat
This course examines classical and modern writings on the Persian tradition of governance. They include the genre of “mirrors,” critiques of power, literature of dissent, and Islamic theories of state.

HIST 867a / EAST 501a, Modern Korean History Studies: Issues and Methods
This course examines major works in Korean history of the twentieth century, encompassing the colonial period and the Korean War, the First Republic, economic development, and democratization of South Korea, as well as the building of the North Korean state under Kim Il Sung. Within each of the six topics, a seminal work is paired with an enthusiastically received recent study investigating the same
question or time period. By critically analyzing and comparing the issues illuminated and methods employed by these studies, the course seeks to discuss the transformations and continuity of perspectives and methodology in the study of modern Korean history.

**HIST 878a, Readings in Japanese History to 1850**  Fabian Drixler
A critical introduction to debates in the history of Japan up to about 1850, with particular emphasis on the Tokugawa period but some coverage of earlier times as well. Readings are in English but, depending on student interest, supplemental materials may also be assigned in Japanese.

**HIST 881b, China's Age of Discovery**  Valerie Hansen
Study of China's maritime history focusing on the period 1000–1500, culminating with the Zheng He voyages and their cancellation. English-language readings in secondary sources and primary sources in translation; examination of relevant maps in Beinecke's collection. Separate section for those with a reading knowledge of classical Chinese.

**HIST 889a / EAST 889a, Research in Japanese History**  Daniel Bozman
After a general introduction to the broad array of sources and reference materials available for conducting research related to the history of Japan since ca. 1600, students prepare original research papers on topics of their own choosing in a collaborative workshop environment. Prerequisite: reading knowledge of Japanese.

**HIST 80b / EAST 502b, History of North Korea: Politics, Society, and Culture**  Staff
This course explores the political, social, and cultural history of North Korea from the origins of the state during the Japanese colonial period to the regime transition in the early twenty-first century. The particular focus is on the factors driving the transformations of North Korea. Nicknamed “the hermit kingdom,” the regime is often commonly perceived as isolated from the outside world. This course seeks to evaluate the importance of external influence and international context at the turning points in North Korean history, which include the establishment of DPRK, its militarization and beginning of nuclear development, Kim II Sung's purge of factions and the succession to Kim Jong Il and Kim Jong Un, and other topics. Discussions also analyze the accompanying changes in North Korean society and art. In addition to academic sources, the course utilizes artworks, films, music, historical newspapers, and memoirs. Through the critical examination of the evolution of North Korea, this course situates the country in the region as well as among other authoritarian and communist states.

**HIST 86a / SAST 820a, Readings in South Asia: Across the Disciplines**  Rohit De and Sunil Amrith
Since the emergence of subaltern studies in the 1980s, South Asian historiography has been dominated by debates over the methods and theory that have come to influence the broader discipline of history. The seminar introduces participants to the major debates in South Asian studies through reading the original texts alongside newer scholarship addressing the themes of bureaucracy, secularism, visual media, political economy, and the environment.

**HIST 913a / HSHM 713a, Geography and History**  Bill 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 92b / 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 924a / HSHM 768a, Epidemics and the Early Modern Body**  Paola Bertucci
Epidemics in the history of the early modern world. Focusing on individual epidemics that contributed to shaping the early modern world, students discuss conceptions of the body and racist stereotyping, spaces and strategies of containment, visual and material culture of disease and treatment, and the relationship between public health and the early modern state.

**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 926a / AMST 877a / HSHM 703a, 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 931a / HSHM 702a, Problems in the History of Science**  Deborah Coen
Surveys current methodologies through key theoretical and critical works. Students encounter major twentieth-century methodological moments that have left lasting imprints on the field: positivism and anti-positivism, the sociology of knowledge, actor-network theory,
and historical epistemology, as well as newer approaches focusing on space, infrastructure, translation, and exchange. We also consider central conceptual problems for the field, such as the demarcation of science from pseudoscience; the definition of modernity and the narrative of the Scientific Revolution; vernacular science, the colonial archive, and non-textual sources.

**HIST 940a / HSHM 770a / WGSS 782a, Disability Histories: Research Seminar**  
Naomi Rogers

This course introduces students to the major issues in current disability history as well as theoretical debates in disability studies. We discuss cultural, social, and political meanings of citizenship; efforts to define and classify disabled bodies; contested notions of bodily difference; and the ways disability has and continues to be used as a metaphor for socially defined inferiority like gender, race, or sexuality. By the fourth week students have identified the topic for their research papers and discussed them in class. The next month is devoted to research and writing. We then start meeting again to read and discuss a draft of each paper.

**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 and Kalyanakrishnan Sivaramakrishnan

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 / ENV 836a / PLSC 779a, Agrarian Societies: Culture, Society, History, and Development**  
Kalyanakrishnan Sivaramakrishnan, Elisabeth Wood, and Marcela Echeverri Munoz

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 966a / GLBL 827a, Totalitarianism: An Intellectual History**  
Marcia Shore

2017 marked the 100th anniversary of the Bolshevik Revolution, which ushered in the largest and most all-encompassing social engineering experiment in human history; 2019 marked the thirtieth anniversary of the fall of the Berlin Wall. For most of this past hundred years, historians, novelists, socialist scientists, and philosophers (many victims, survivors, or disillusioned believers themselves) have struggled to understand the twentieth-century experiences of Nazism, fascism, and Stalinism. Politics alone fails to explain what the Russian philosopher Nikolai Berdyaevev described as a “deep deformation of the structure of consciousness” prompting “individual conscience to flee from the world.” We discuss what we can learn both about the totalitarian experiences of the twentieth century and 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. The readings include a mixture of the empirical and the philosophical, of narrative and theory.

**HIST 970a / PLSC 640a, Advanced Topics in Modern Political Philosophy**  
Giulia Oskian and Isaac Nakhimovsky

This seminar explores key concepts in modern political philosophy at a level appropriate for graduate students (to help prepare for the political theory field exam) and for advanced undergraduates who have completed substantial course work in intellectual history and/or political theory. This term our thematic focus is on the relation between civil society and state institutions, as it has been conceptualized by political philosophy.

**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 970a, Genocide in History and Theory**  
Ben 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.