HISTORY

Humanities Quadrangle, 2nd floor, 203.432.1366
http://history.yale.edu
M.A., M.Phil., Ph.D.

Chair
Alan Mikhail

Director of Graduate Studies
Noel Lenski (203.432.1361)


Associate Professors Jennifer Allen, Paola Bertucci, Rohit De, Marcela Echeverri Muñoz, Anne Eller, Crystal Feimster, Elizabeth Hinton, Andrew Johnston, Isaac Nakhimovsky, Joanna Radin, William Rankin, Edward Rugemer, Marci Shore, Elli Stern, Jonathan Wyrtzen

Assistant Professors Alvita Akiboh, Sergei Antonov, Denise Ho, Benedito Machava, Nana Quarshie, Carolyn Roberts, Hannah Shepherd

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 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.

South Asia One South Asian language and a second relevant research language, whether another South Asian or a European or Asian language.

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

During the first year of study, students normally take six term courses, including Approaching History (HIST 500), which is required of first-year students. 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. For those students who choose two minor fields, the major field will be examined for sixty minutes and the minor fields will be examined for thirty minutes each. For those students who choose three minor fields, each field will be examined for thirty minutes.

In order to advance to candidacy, all students must pass a prospectus colloquium. This should be completed by the end of the sixth term by all students, and those who took the Prospectus Tutorial (HIST 995) during their second year are encouraged to hold the colloquium at the beginning of their fifth term. 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 in more advanced years may have the opportunity to teach as associates in teaching (ATs), in conjunction with a faculty member, or as part-time acting instructors (PTAs), on their own. Both options are available only through a competitive process. Interested students should consult with their advisers and the DGS for further information.
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 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 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 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  Anne Eller and Daniel Magaziner
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 504a / CLSS 895a, 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 509a / CLSS 835a, Problems in Hellenistic History  Joseph Manning
The course explores current problems in Hellenistic history and how the period is related to premodern global history. We read in depth from current literature on key themes.

HIST 510b / CLSS 880b, Roman Law  Noel Lenski
A graduate-level extension of CLCV 236/HIST 225. The course inculcates the basic principles of Roman law while training students in advanced topics in the subject and initiating them into research methods.

HIST 521b / CLSS 624b / ENGL 521b / MDVL 621b, Advanced Manuscript Studies  N. Raymond Clemens
This course builds on the foundation provided by MDVL 620 by focusing on both regional Latin hands and the vernacular hands that grew from the Latin tradition. The backbone of the course is Middle English paleography (no prior experience needed), but the course surveys French, Italian, Hebrew, and German hands as well. Prerequisite: MDVL 620 or MDVL 571 or equivalent study of Latin paleography strongly suggested.

HIST 540a / MDVL 660a, Introduction to Research in Medieval History  Paul Freedman
The seminar provides an introduction to research in medieval European history: often-used source genres, methods, and research tools. We focus on working with primary sources in original languages, occasionally in their original manuscript and early printed form. A working knowledge of a medieval language is, therefore, desirable. Yale is particularly fortunate in that the Beinecke Rare Book and Manuscript Library possesses much relevant material, including medieval manuscripts and early printed bibles.

HIST 545a / MDVL 545a, Medieval Towns  Paul Freedman
European towns from their transformations of the late Roman Empire to 1500. The political, religious, and commercial functions of towns, their government, and the degree of autonomy they possessed are the main topics covered. Comparisons among geographic regions with special attention to regions of precocious developmental and political autonomy such as northern Italy and Flanders.

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 565a / RLST 522a, Early Modern Spain  Carlos Eire
Reading and discussion in sixteenth- and seventeenth-century Spanish texts (all available in English translation) and also in recent scholarship on early modern Spain.

HIST 566a / JDST 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.
A study of the various forms of emancipation politics in the nineteenth century. Conventional historiography has identified Haskalah (Jewish Enlightenment) and religious reform as the predominant forms of emancipation politics. This course explores neglected forms of emancipation politics including: the citizen intercessor, lawyers using law, organized community politics, cooperation with the state, opposition to the state, horizontal alliances, public protests, private diplomacy, etc.

This seminar explores how medieval Jews and Christians interacted as religious societies between 500 and 1500.

This seminar explores private ritual practices in the ancient Mediterranean often categorized as "magical," through the lens of literary, epigraphic, and material evidence for spells, curses, and incantations. The seminar begins in the world of Mesopotamia, Egypt, and Phoenicia in order to assess later Greek borrowings; the primary focus, however, is on the circum-Mediterranean basin from the archaic period through Late Antiquity. Examined rituals include conditional self-curses attached to oaths, spells, incantations, revenge curses, binding-curses (defixiones), prayers for justice, curse effigies, amulets, and erotic curses used for seduction. Attention is paid to methodological problems of categorization in the historiography of ancient "magic," in addition to debates about the place of such rituals within the broader framework of Greek and Roman religion. Knowledge of Greek and Latin recommended.

This course covers readings in European cultural history from 1789 to the present, with a focus on Western Europe.

The major phases of Russian history from the tenth century, covering the major historiographical controversies and sources. Russian or German helpful but not required.

This reading course 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.

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HIST 723b / AMST 687b / WGSS 697b, Colonial Domesticity and Reproductive Relations  Lisa Lowe

In this interdisciplinary seminar, we study the central importance of kinship, family, and domestic labor to the social reproduction of racial colonial processes. Settler colonialism, colonial slavery, overseas empire, and their aftermaths 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, and the social reproduction of race, gender, intimacy, and filiation. We trace a genealogy of "colonial domesticity" that considers histories of the sexual violation and separation of slave women from their children, compulsory boarding schools for Native Americans, racialized gendered divisions of care labor, transnational Asian adoption, and contemporary migrant detention and family separation; this genealogy also includes alternative forms of kinship, domesticity, generation, and relation. Readings include historical and anthropological studies of colonialism, feminist debates on social reproduction, and literary and visual culture materials by Maria Mies, Ann Laura Stoler, Silvia Federici, Tithi Bhattacharya, Ruha Benjamin, Kalindi Vora, Thavolia Glymph, Saidiya Hartman, Dorothy Roberts, Audra Simpson, Jodi Byrd, Amy Kaplan, Evelyn Nakano Glenn, Laura Briggs, Elizabeth Freeman, Chandan Reddy, Alyx Weinbaum, Louise Erdrich, Mary Prince, Toni Morrison, Patricia Powell, Chang-rae Lee, Octavia Butler, and others. Permission of the instructor required.

HIST 736b, Research in Twentieth-Century U.S. Political and Social History  Beverly Gage

Projects chosen from the post-Civil War period, with an emphasis on twentieth-century social and political history, broadly defined.

HIST 746b / AMST 903b / PHUM 903b, Introduction to Public Humanities  Ryan Brasseaux

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 751a / AFAM 687a / AMST 701a, Race in American Studies  Matthew Jacobson

This reading-intensive seminar examines influential scholarship across disciplines on "the race concept" and racialized relations in American culture and society. Major topics include the cultural construction of race; race as both an instrument of oppressions and an idiom of resistance in American society; the centrality of race in literary, anthropological, and legal discourse; the racialization of U.S. foreign policy; "race mixing" and "passing," vicissitudes of "whiteness" in American politics; the centrality of race in American political culture; and "race" in the realm of popular cultural representation. Writings under investigation include classic formulations by such scholars as Lawrence Levine and Ronald Takaki, as well as more recent work by Saidiya Hartman, Robin Kelley, and Ann Fabian. Seminar papers give students an opportunity to explore in depth the themes, periods, and methods that most interest them. Permission of the instructor required.

HIST 753a, Advanced Research in Federal Indian Law  Ned Blackhawk

This seminar is designed to provide advanced research, writing, and study in the fields of federal Indian law and American Indian legal history. Investigating contemporary issues in American Indian policy and law, students in this course delve into the precedents, doctrine, and historical contexts that shape contemporary Indian law and practice. Group work on tracking Indian legal cases within the federal court systems, the drafting of briefs and case notes on contemporary cases, and assessing broader changes over time in federal Indian policy formation form the bulk of the class examinations.

HIST 760a, American Legal History  John Witt

A highly selective tour, with emphasis on transformative moments and foundations. Subjects include legal controversies over European empires in the New World; legal theory of the American Revolution and creation of the U.S. Constitution; advent of the laws of capitalism and slavery; the jurisprudence of the Civil War and Reconstruction; the rise of the modern state and its accompanying intellectual formations and legal crises; the civil rights era and its aftershocks; the mass incarceration phenomenon; immigration law in the construction of the United States; and conservative legal mobilization. Materials include elite sources from the U.S. Supreme Court and elsewhere, as well as social history of the law from the bottom up. Special attention to the role of legal institutions in American economic development; relationships between law and society; and questions about the significance of studying law's history.

HIST 769a / AFAM 605a / AMST 686a / PHUM 686a, Introduction to Documentary Studies  Matthew Jacobson

This mixed graduate/undergraduate seminar surveys documentary work in three media—film, photography, and sound—since the 1930s, focusing on the documentary both as a cultural form with a history of its own and as a parcel of skill sets and storytelling and production practices to be studied and mastered. Readings and discussions cover important scholarly approaches to documentary as a genre, as well as close readings of documentaries themselves and practitioners' guides to various aspects of documentary work. Topics include major trends in documentary practice across the three media, documentary ethics, aesthetics and truth-claims, documentary's relationship to the scholarly disciplines and to journalism, and documentary work as political activism. Class meetings include screenings/viewings/soundings of documentary works, and practitioners' panels and workshops with Yale documentarians (including Charles Musser, Zareena Grewal, Elihu Rubin, Gretchen Berland, and Laura Wexler) and local New Haven documentarians such as Jake Halpern (Yale
’97, This American Life). Students’ final projects may take the form of a traditional scholarly paper on some aspect of documentary history or a particular documentary producer, or an actual piece of documentary work—a film treatment, a brief video, a set of photographs, a sound documentary, or script.

**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, 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 791a / GLBL 794a, Ports, Cities, and Empires**  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 793b, Research in Modern International/Global History**  Arne Westad
This seminar provides an opportunity for graduate students to write a research paper on international/global history, broadly defined to include diplomacy, economic relations, social movements, cultural and intellectual connections, and other topics. The first part of the seminar includes readings and class discussions that focus on hands-on strategies and tactics for historical research and academic writing. Later seminar meetings are oriented toward benchmarks and workshops on students’ own research projects.

**HIST 797b / AFAM 797b / AMST 797b, Atlantic Abolitions**  Marcela Echeverri Munoz
This readings course explores the historiography on the century of abolition, when the new states of the Americas abolished racial slavery. Beginning with the first abolitions in the U.S. North during the 1780s, we consider the emergence and process of abolition throughout the Atlantic world, including the Caribbean, Spanish America, and Brazil, through the 1880s.

**HIST 800a / ENGL 505a / MDVL 565a, Circa 1000**  Valerie Hansen and Emily Thornbury
The world in the year 1000, when the different regions of the world participated in complex networks. Archaeological excavations reveal that the Vikings reached L’Anse aux Meadows, Canada, at roughly the same time that the Kitan people defeated China’s Song dynasty and established a powerful empire stretching across the grasslands of Eurasia. Europeans tried to figure out whether the Vikings were a sign of Doomsday, and if so, whether a series of cultural experiments might stave off the end-time, even as the Icelanders tried to decide whether they wanted to be European. In this seminar, students read interpretative texts based on archaeology and primary sources, prepare projects in teams, work with material culture, and develop skills of cross-cultural analysis. Mandatory field trip to the Metropolitan Museum of Art in New York on the second Saturday of the fall term.

**HIST 806a, Early Modern Latin America: Social and Cultural History and Historiography**  Stuart Schwartz
This course considers the recent historiography of colonial Latin America and the Caribbean with an Atlantic and cross-imperial frame.

**HIST 821a, A Greater Caribbean: New Approaches to Caribbean History**  Anne Eller
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?

**HIST 831a, 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 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 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.
This course focuses on three broad themes. First, we examine the social construction of “the archive.” What forms of knowledge accumulation constitute a historical repository? Second, we examine the role of the archive in the interplay of ethnography 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 931a / HSHM 702a, Problems in the History of Science** Deborah Coen
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 937a / AFAM 752a / HSHM 761a, 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 region in the experience of sickness and healing; the intersection of lay and professional understandings of the body; and the role of medicine and empire in shaping cultural authority, professional identities, and patient expectations.

**HIST 938b / HSHM 780b, History beyond the Archive** Nana Osei Quarshie
This course focuses on three broad themes. First, we examine the social construction of “the archive.” What forms of knowledge accumulation constitute a historical repository? Second, we examine the role of the archive in the interplay of ethnography and historiography. How do ethnographic history, historical ethnography, and history of the present differ? Lastly, we examine the necessity of the archive and consider various alternative grounds upon which history can be constructed. What might it mean to imagine a history (or a history of science, medicine, and technology) beyond the archive?
HIST 961b, Public History Workshop  Joanne Meyerowitz and Joanne Freeman
This course introduces students to genres of public history. Guest speakers—from Yale and beyond—offer lessons on podcasts, op-eds, exhibitions, and other forms of presenting historical scholarship to a wider public. Students engage in their own individual and collaborative public history projects. Open to graduate students at all levels.

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  Staff
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 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 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.