HISTORY (HIST)

* HIST 002b, Myth, Legend, and History in New England  Mark Peterson
This seminar explores the complex and multi-faceted process of remembering and representing the past, using the New England region as our laboratory and drawing on the resources of Yale and the surrounding region for our tools. Human events are evanescent—as soon as they happen, they disappear. Yet they live on in many forms, embodied in physical artifacts and the built environment, converted to songs, stories, and legends, inscribed in written records of a thousand sorts, depicted in graphic images from paintings and sketches to digital photographs and video. From these many sources people form and reform their understanding of the past. In this seminar, we examine a series of iconic events and patterns deeply embedded in New England’s past and analyze the contested processes whereby historians, artists, poets, novelists, and other “remembrancers” of the past have attempted to do this essential work. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 006a / HSHM 003a, Medicine and Society in American History  Rebecca Tannenbaum
Disease and healing in American history from colonial times to the present. The changing role of the physician, alternative healers and therapies, and the social impact of epidemics from smallpox to AIDS. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 014a, The Roots of the American Revolution  Winston Hill
A guided look at the genesis of the American Revolution, beginning over a hundred years before the Revolution itself and covering transatlantic intellectual traditions, politics, imperial competition, the Atlantic economy, and the final crisis of the 1760s and 1770s. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 022a, What History Teaches  John Gaddis
An introduction to the discipline of history. History viewed as an art, a science, and something in between; differences between fact, interpretation, and consensus; history as a predictor of future events. Focus on issues such as the interdependence of variables, causation and verification, the role of individuals, and to what extent historical inquiry can or should be a moral enterprise. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 025b / HUMS 035b / PLSC 035b, The American Death Penalty  Lincoln Caplan
This first-year seminar focuses on the U.S. Supreme Court’s 44-year experiment in regulating the American death penalty. The aims of the course are to have students learn about the workings and history of the system of capital punishment in the U.S, which is one of the most controversial elements of American criminal justice, and decide whether, in their view, the experiment is succeeding or failing—why and how. For students interested in the criminal justice system. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 030b / EAST 030b, Tokyo  Daniel Botsman
Four centuries of Japan’s history explored through the many incarnations, destructions, and rebirths of its foremost city. Focus on the solutions found by Tokyo’s residents to the material and social challenges of concentrating such a large population in one place. Tensions between continuity and impermanence, authenticity and modernity, and social order and the culture of play. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.  SO

* HIST 031a or b, What Makes An American?: U.S. National Identity, Founding to Present  Staff
What makes someone an “American”? This question has plagued the United States since its inception. Most countries, in constructing their national identity, point to shared language, culture, or ethnicity. The United States, on the other hand, has been called a “nation of immigrants,” a “melting pot,” or a “mosaic.” These terms seek to describe how disparate groups of people from all over the globe have come together to form a nation. In this course, students grapple with questions of who has been considered “American” at different points in U.S. history, how the boundaries of this U.S. national community have been policed, and why those boundaries have changed over time to allow some to become American while continuing to exclude others. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 032a, Bombay/Mumbai: Life in a Megacity  Rohit De
Mumbai as a case study for the transformations brought by urbanization and modernity in Asia. Focus on how Mumbai’s residents and its planners navigated the challenges of living in a rapidly growing cosmopolitan city and reflected it in their art and ideas. Themes include capitalism, globalization, British empire, religious pluralism, radical politics, organized crime, and Bollywood. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU

* HIST 060a, History of Crime and Punishment  Sergei Antonov
Changing attitudes and policies towards crime from the ancient world to the present. Topics include explanations of crime as a moral, biological, and social phenomenon; crime in the ancient, medieval, and modern age; alternative “informal” or “non-western” approaches to criminal justice; criminal trials as public spectacles; political trials and war crimes; impact of race and gender hierarchies; debates about death sentence, imprisonment, and corporal punishment. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.  WR, HU
How can we study a history so broad, complex, and evolving as the history of American immigration policy? This course explores

This course examines the histories of women, gender, and work in modern American history. We investigate the following questions:

This course surveys the history of reproductive health and medicine in the United States from the late eighteenth century to the present. The course emphasizes the cultural and historical contexts of reproductive health; the significance of reproduction within the broader social, cultural, and political history of the United States; and the entanglements of reproductive medicine with social and political categories of race, gender, disability, nation, and kinship. Topics include the management of reproduction in U.S. slavery and empire, reproductive medicine and concepts of race, practitioners and professional authority over childbearing and pregnancy, eugenics and sterilization, movements for reproductive rights and healthcare, reproductive biotechnology, and present-day disparities in access to and quality of reproductive care.

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* HIST 119Ja / AMST 453a, The United States Constitution of 1787  Mark Peterson
This undergraduate seminar is organized around developing a deep historical understanding of one of our most important documents, the United States Constitution, as it emerged in the late 1780s. In addition to close reading and analysis of this fundamental text, we read a series of other primary sources relevant to the evolution of constitutional thought and practice in the Anglo-American tradition of the early modern period. And we engage relevant secondary scholarship produced by professional historians over the past century or more, in an effort to grapple with the evolution of changing approaches to the Constitution and its meaning over time. This course carries PI credit in History.  WR, HU

* HIST 126Jb, Witchcraft in Colonial America  Rebecca Tannenbaum
This class examines the social, religious, economic, and gender history of British North America as it manifested itself through witchcraft beliefs and trials. We also explore the portrayal of the trials in literature and the continuing resonance of witchcraft in modern American culture.  WR, HU

* HIST 132Jb / AFAM 422b, Plantation Societies in the Greater British Caribbean 1627-1761  Erin Trahey
This upper level writing and reading intensive seminar considers the development of 'slave societies' in the Greater British Caribbean region from 1627 to 1761. In this course, we explore the development and evolution of the plantation economies and societies of Barbados, Jamaica, and South Carolina, and the shift to a racialized form of slavery in America, first codified in the Barbados Slave Code of 1661. Drawing on a wide range of sources, we explore themes including: the Atlantic slave trade, the consolidation of African slavery in the Americas, divisions of labor on sugar and rice plantations, internal marketing economies, spiritual practices of the enslaved and slave resistance and revolt.  WR, HU

* HIST 133Jb, The Creation of the American Politician, 1789–1820  Joanne Freeman
The creation of an American style of politics: ideas, political practices, and self-perceptions of America's first national politicians. Topics include national identity, the birth of national political parties, methods of political combat, early American journalism, changing conceptions of leadership and citizenship, and the evolving political culture of the early republic.  WR, HU

* HIST 134Jb, Yale and America: Selected Topics in Social and Cultural History  Jay Gitlin
Relations between Yale and Yale people—from Ezra Stiles and Noah Webster to Cole Porter, Henry Rce Cloud, and Maya Lin—and American society and culture. Elihu Yale and the global eighteenth century; Benjamin Silliman and the emergence of American science; Walter Camp, Dink Stover, and the all-American boy; Henry Luce and the information age; faith and ideology in postwar Yale and America.  WR, HU

HIST 135b / ECON 182b, American Economic History  Staff
The growth of the American economy since 1790, both as a unique historical record and as an illustration of factors in the process of economic development. The American experience viewed in the context of its European background and patterns of industrialization overseas. After introductory microeconomics.  WR, SO

* HIST 135Ja, The Age of Hamilton and Jefferson  Joanne Freeman
The culture and politics of the revolutionary and early national periods of American history, using the lives, ideas, and writings of Thomas Jefferson and Alexander Hamilton as a starting point. Topics include partisan conflict, political culture, nation building, the American character, and domestic life.  WR, HU

* HIST 137Ja / AFAM 227a / AMST 227a / ER&M 349a, From the Voting Rights Act to #blacklivesmatter  Ferentz Lafargue
This course explores the period beginning from 1964 through the emergence of the #blacklivesmatter movement in 2013. Key concepts covered in this course include the Black Panther Party and rise of the Black Power movement; political campaigns of Shirley Chisholm, Jesse Jackson, and Barack Obama. The seminar concludes with an examination of the #blacklivesmatter movement and broader efforts addressing mass incarceration, poverty, and opportunity gaps in education.  HU

* HIST 138Ja, The History Wars: Problems in Public Memory  David Blight
This junior research seminar is an exploration of the interpretive dimensions of the study of "memory" among American historians, as well as in the broad public. Several case studies are examined in depth: the long struggle over Civil War memory and the Lost Cause; how immigration caused bitter debates about school curriculums; anti-Communism and teaching American history; the National History Standards crisis of the 1990s; the Smithsonian conflict over how to commemorate the use of the atomic bomb, also in 1990s; debate over the American Indian Museum in Wash., DC; and debates today over the 1619 Project on slavery and its critics.  WR, HU

* HIST 140Ja / EDST 217a, History of American Education  Rachel Rosenberg
Is education a right of every citizen as part of a democratic process? Is it a form of control whereby those with power shape new generations? A way to open access and create meritocracy? A limited resource used to shape the nation? In this course we interrogate these questions, exploring the goal and purpose of American education by various interest groups and different points throughout American history. Keeping both history and our current moment in mind, we consider how our education system has come to be the way it is, and where there were places to make other choices—as well as how these other choices might shed light on possible policy implications today. EDST 110 recommended.  HU

* HIST 141Ja / AFAM 384a, Slavery, Race, and Yale  Crystal Feinster and Edward Rugemer
History of the relationship between Yale University and the institution of racial slavery in the United States, beginning with the founding of the University in 1701, through the era of the American Civil War, up to the end of the 19th century. The course also considers the
historical relationship between the University and the Black community of New Haven, including the living memory of enslavement. 

WR, HU

* HIST 145jb / AFAM 452b, History, Memory, Protest, Power  Anna Duensing
This seminar explores the idea of history itself as a site of protest and the efforts of Black, indigenous, and immigrant activists mobilized in “battles for the past” in the U.S. context. “History is the fruit of power,” wrote the Haitian scholar Michel-Rolph Trouillot, “but power itself is never so transparent that its analysis becomes superfluous.” Together we conduct such analysis, engaging with major debates in U.S. public history and memory wars. We study groups and individuals who challenged the power and operation of certain historical narratives over others and confront the force of history within their lives. Our case studies include: sites of slavery and plantation tourism; national parks and the dispossession of Native peoples; movements to recover and reframe race riots and other instances of white mob violence; Lost Cause nostalgia and the push to remove Confederate monuments; “heritage” romance and the whitewashing of national immigration history; Holocaust memory and arguments over historical comparison and analogy. Ultimately, this seminar highlights the power of everyday people in addressing the long-term impact of anti-Black and racial–colonial violence in the United States and grassroots efforts to expose history’s role in upholding (or toppling) the white supremacist status quo. 

HU

* HIST 148jb / AFAM 210b / AMST 445b, Politics and Culture of the U.S. Color Line  Matthew Jacobson
The significance of race in U.S. political culture, from the “separate but equal” doctrine of Plessy v. Ferguson to the election of an African American president. Race as a central organizer of American political and social life. 

HU, RP

* HIST 150jb / HSHM 406b, Healthcare for the Urban Poor  Sakena Abedin
Exploration of the institutions, movements, and policies that have attempted to provide healthcare for the urban poor in America from the late nineteenth century to the present, with emphasis on the ideas (about health, cities, neighborhoods, poverty, race, gender, difference, etc) that shaped them. Topics include hospitals, health centers, public health programs, the medical civil rights movement, the women’s health movement, and national healthcare policies such as Medicare and Medicaid. 

WR, HU

* HIST 151jb / AMST 422b / ER&M 435b, Writing Tribal Histories  Ned Blackhawk
Historical overview of American Indian tribal communities, particularly since the creation of the United States. Challenges of working with oral histories, government documents, and missionary records. 

WR, HU

* HIST 153jb / HSHM 488b, The History of Drugs and Addiction in Twentieth Century America  Marco Ramos
Virtually every American today “does” drugs. As a nation, our drug use ranges from everyday activities, such as drinking coffee or beer, to combating illnesses with prescription medications, to using illegal drugs for recreation. This course follows a loose chronology beginning in the early twentieth century and ending in the present day. Instead of focusing on the biography of a single drug, or class of drugs, this course incorporates a wide range of substances, including alcohol, cigarettes, pharmaceuticals, and narcotics. For each session, students read a selection of essays, book chapters, and primary source material. Through these readings, we discuss how certain ways of using and selling drugs have been sanctioned and encouraged, while others have been pathologized as addiction or criminalized. We explore how drug definitions are constructed, how they shift over time, how they affect (and are affected by) people who use, sell, and regulate drugs. We also trace how the medicalized concept of “addiction” emerged in the twentieth century and how this concept intersected with societal anxieties about race, immigration, indigeneity, and gender. Throughout the course, films, images, music, and television episodes are presented as objects of analysis to provide insight into the cultural lives of drugs. As a group, we discuss how historians have approached this subject, assess their sources and assumptions, and consider the choices they have made in researching and writing. Students are expected to apply these lessons and demonstrate the ability to think and write critically about the history of drugs. 

WR, HU

* HIST 154Ja, Neighboring Democracies: Representative Politics in the United States and Canada, 1607-Present  Brendan Shanahan
This seminar examines how representative politics have evolved in the United States and Canada from the turn of the seventeenth century to the present. Students learn diverse ways in which forms of liberal democracy—republicanism and constitutional monarchy in particular—have emerged in North America, how processes of democratization have operated, and the degree to which representative governments in Canada and the U.S. borrow from and emerge out of common and/or disparate contexts. Special emphasis is placed on—but is not limited to—the history of suffrage and voting rights in the United States and Canada. 

WR, HU

* HIST 160jb, The United States & the Pacific World  Staff
We often think of the United States as a nation that spans “from sea to shining sea.” But what about the sea beyond? What role have the Pacific Ocean and its peoples played in the history of the United States and vice versa? In this course, we go beyond “sea to shining sea” to highlight the importance of the Pacific World to U.S. history from the founding to the present. In addition to content, this course offers a number of skills workshops which introduce students to the components of writing history. 

WR, HU

* HIST 161jb, Communism and Anticommunism in the Twentieth-Century United States  Staff
The intertwined histories of domestic communism and anticommunism in the twentieth-century United States. Topics include McCarthyism, the communist relationship with the Soviet Union, civil liberties, Cold War culture, and communist activism. Focus on connections between foreign policy and domestic political culture, the effect of anticommunism on political and social reform movements, and questions of American exceptionalism. 

WR, HU

* HIST 163Ja / HSHM 410a, Madness and Decolonization  Marco Ramos
This seminar traces the history of psychiatry through its encounters and entanglements with colonial and postcolonial power. We begin with a discussion of how psychiatry has been used as an imperial tool of control in the 18th and 19th centuries. We pay particular attention to colonial scientific encounters with Indigenous and enslaved people, and how the psychiatric pathologization of Indigeneity and Blackness informed the construction of settler European whiteness. Then, we move to decolonization in the twentieth century to
explore the emergence of international mental health, as former colonies transitioned to independent states. We discuss the attempts of African and Latin American thinkers, such as Frantz Fanon and Ignacio Martín-Baro, to use psychiatry for the liberation of oppressed groups in emerging postcolonial spaces. The seminar finishes with a discussion of the recent emergence of the global mental health movement and calls from former patients, BIPOC and disability activists, and others to “decolonize mental health” so that it serves—rather than harms—those traditionally marginalized by Western psychiatry. Throughout the course, students learn to trace the contours of psychiatry and decolonization through a variety of sources, including movies, music, photography, and monographs. WR, HU

* HIST 164Ja, Foxes, Hedgehogs, and History  John Gaddis
Application of Isaiah Berlin’s distinction between foxes and hedgehogs to selected historical case studies extending from the classical age through the recent past. WR, HU

HIST 165a / AMST 199a, The American Century  Beverly Gage
United States politics, political thought, and social movements in the 20th century. Pivotal elections and political figures (Wilson, Roosevelt, Nixon, Reagan) as well as politics from below (civil rights, labor, women’s activism). Emphasis on political ideas such as liberalism, conservatism, and radicalism, and on the intersection between domestic and foreign affairs. Primary research in Yale archival collections. Students who have already completed HIST 136J must have the instructor’s permission to enroll in this course, and will perform alternate readings during some weeks. HU

HIST 166b / AFAM 166b / AMST 299b / ER&M 299b, The History of Right Now  Matthew Jacobson
Historiographic narrative of United States history over the past century and critical/methodological practices of thinking historically and of identifying ways in which our present has been conditioned by historical legacies, both momentous and subtle. Topics include the New Deal, WWII, the arms race, Reaganomics, and 9/11 in terms of their lasting influence on American conditions in the present. HU, RP

* HIST 167Ja / PLSC 209a, Congress in the Light of History  David Mayhew
This course begins by studying analytic themes, including congressional structure, incentives bearing on members and parties, conditions of party control, supermajority rules, and polarization, followed by narrative works of major political showdowns entailing Congress such as those in 1850, 1876-77, 1919 (defeat of the Versailles Treaty), 1937 (defeat of court-packing), 1954 (the McCarthy-Army hearings), 1964 (civil rights), 1973-74 (Watergate), and 1993-94 (defeat of health care). Students also examine a series of policy performances, for the better or the worse in today’s judgments, ranging from early state-building through reacting to the Great Depression, constructing a welfare state, and addressing climate change. This is a reading course and does not accommodate senior essays. SO

* HIST 168Jb, Quebec and Canada from 1791 to the Present  Jay Gitlin
The history of Quebec and its place within Canada from the Constitutional Act of 1791 to the present. Topics include the Rebellion of 1837, confederation, the Riel Affair, industrialization and emigration to New England, French-Canadian nationalism and culture from Abbé Groulx to the Parti Québécois and Céline Dion, and the politics of language. Readings include plays by Michel Tremblay and Antonine Maillet in translation. WR, HU

* HIST 181Jb, Time Machines: Reimagining the Past  John Gaddis
This course explores how representations of the past can help us to reimage it, and thereby to “travel” there. We explore the concept of time machines and the means by which they might be or are constructed. This involves a quick review of the physics involved; some ways historians have used archives to reconstruct times past; the extent to which novelists complement, contradict, or complicate the work of historians; the possibility of “animating” past visual representations, whether through art, film, or computer simulation; and as individual student projects the re-reading of some digitally available newspaper for some particular place in some particular year. WR, HU

HIST 182a / AMST 272a / ER&M 282a / WGSS 272a, Asian American History, 1800 to the Present  Mary Lui
An introduction to the history of East, South, and Southeast Asian migrations and settlement to the United States from the late eighteenth century to the present. Major themes include labor migration, community formation, U.S. imperialism, legal exclusion, racial segregation, gender and sexuality, cultural representations, and political resistance. HU

HIST 187b / AFAM 162b / AMST 162b, African American History from Emancipation to the Present  Elizabeth Hinton
An examination of the African American experience since 1861. Meanings of freedom and citizenship are distilled through appraisal of race and class formations, the processes and effects of cultural consumption, and the grand narrative of the civil rights movement. WR, HU

* HIST 188Jb, The History of Central America and the Border Crisis  Greg Grandin
This seminar attempts to provide historical context to the ongoing crisis at the U.S. Mexican-border, with a special focus on Central American migration. The class takes a long view, starting with the sources of internal migration in the late 19th and early 20th century before moving on to an examination of migration north to the United States. It deals with topics related to U.S. military interventions, civil wars, political repression, economic policies, Cold War politics, labor, family relations. During the second half of the semester, we deal with the post-Cold War period and triangulate between the economic restructuring of North America, the militarization of the border and immigration policy, and the escalating war on drugs and cartel violence. WR, HU

* HIST 190Ja / HSHM 497a, Technology in American Medicine from Leeches to Surgical Robots  Kelly O’Donnell
From leeches to robot-assisted surgery, technology has both driven and served as a marker of change in the history of medicine. Using technology as our primary frame of analysis, this course focuses on developments in modern medicine and healing practices in the United States, from the nineteenth century through the present day. How have technologies, tools, and techniques altered medical practice? Are medical technologies necessarily “advances?” How are technologies used to “medicalize” certain aspects of the human experience? In this
class we focus on this material culture of medicine, particularly emphasizing themes of consumerism, expertise, professional authority, and gender relations. WR, HU

**HIST 190b / AMST 236b / EVST 318b / HSHM 207b, American Energy History**  Paul Sabin
The history of energy in the United States from early hydropower and coal to present-day hydraulic fracturing, deepwater oil, wind, and solar. Topics include energy transitions and technological change; energy and democracy; environmental justice and public health; corporate power and monopoly control; electricity and popular culture; labor struggles; the global quest for oil; changing national energy policies; the climate crisis. WR, HU

**HIST 202a, European Civilization, 1648–1945**  John Merriman
An overview of the economic, social, political, and intellectual history of modern Europe. Topics include the rise of absolute states, the scientific revolution, the Enlightenment, the French Revolution and Napoleon, the industrial revolution, the revolutions of 1848, nationalism and national unifications, Victorian Britain, the colonization of Africa and Asia, fin-de-siècle culture and society, the Great War, the Russian Revolution, the Europe of political extremes, and World War II. HU

**HIST 205a / CLCV 205a, Introduction to Ancient Greek History**  Jessica Lamont
Introduction to Greek history, tracing the development of Greek civilization as manifested in the political, military, intellectual, and creative achievements from the Bronze Age through the end of the Classical period. Students read original sources in translation as well as secondary scholarship to better understand the rise and fall of the ancient Greeks—the civilization at the very heart of Western Civilization. HU

* **HIST 209Ja, Revolt and Rebellion in Medieval Europe**  Burton Westermeier
This seminar surveys revolts and rebellions in Europe and the Mediterranean, c. 1100-1400. Students learn how to analyze and interpret a range of primary source materials in translation including chronicles, letters, poems, and documents. Students also encounter and apply theoretical approaches to broader themes such as "the crowd," modes of resistance, and violence as a historical phenomenon. Since this is a writing seminar, we focus throughout the course on developing a writing process and honing the skills used in making historical arguments. WR, HU

* **HIST 210Jb / HUMS 224b, Hobbes and Galileo: Materialism and the Emergence of Modernity**  William Klein
Hobbes considered himself a disciple of Galileo, but as a systematic philosopher and ideologue during a period of civil unrest in England, he no doubt produced something that Galileo, a Tuscan astrophysicist and impassioned literary critic, was not entirely responsible for: an absolutist theory of the modern state situated within an eschatological time frame. In this course we will reflect on the relation between Galileo's anti-Aristotelian physics and Hobbes' system by reading key texts by Galileo and Hobbes along with an array of interpretations and criticisms of Hobbes that will serve to situate Hobbes in early modern currents of thought in science, religion and politics, while at the same time situating us in contemporary ideological debates about the origins of modernity. HU

**HIST 211b, The Birth of Europe, 1000-1500**  Staff
Europe during the central and late Middle Ages, from the feudal revolution to the age of discoveries. Europe as it came to be defined in terms of national states and international empires. The rise and decline of papal power, church reform movements, the Crusades, contacts with Asia, the commercial revolution, and the culture of chivalry. HU

* **HIST 212Jb / HUMS 313b, Philosophy of Dissent in Central and Eastern Europe**  Marci Shore
This is a seminar in the field of European intellectual history, based on primary sources. It focuses on how philosophers, novelists, sociologists, and other thinkers developed and articulated a philosophy of dissent under communism. More specific topics include the relationships between temporality and subjectivity and between truth and lies, and the role that existentialism played in formulating philosophical critiques of repression. Readings consist of a mixture of philosophical and literary works from the Soviet Union, East Germany and the lands in-between. Potential authors include Merab Mamardashvili, Danilo Kiš, Józef Tischner, Adam Michnik, Jacek Kuroń, Ladislav Hejdaneck, Václav Havel, Jan Patočka, Leszek Kołakowski, Gajo Petrović, Norman Manea, Lev Kopelev, Igor Pomerantsev, Tomas Vencl. HU

**HIST 214a, Britain and Its American Empire, 1558-1783**  Winston Hill
This course surveys the history of both Britain and it's American empire from the accession of Elizabeth I down to the loss of most of the North American colonies at the end of the war of the American Revolution. How did that empire come to be? How was it governed? What made it profitable—or was it not profitable at all? Who suffered, and who prospered? And why did it fall apart—or did it? The answers (hopefully) await. HU

* **HIST 215Jb, The Art of Biography**  John Gaddis
A comparative examination of successful as well as unsuccessful biographies, intended to identify both principles and pitfalls. HU

**HIST 217a / CLCV 206a / HUMS 144a, The Roman Republic**  Andrew Johnston
The origins, development, and expansion of Rome from the earliest times to the deaths of Caesar and Cicero. Cultural identity and interaction; slavery, class, and the family; politics, rhetoric, and propaganda; religion; imperialism; monumentality and memory; and the perception and writing of history. Application of literary and archaeological evidence. HU
We begin with the revolt of the Hebrews against polytheistic Egypt and the Socratic questioning of modes of knowing? Are there types of truth that any regime would—or should—find dangerous? What are the possible motives and protect perceived vulnerabilities in the systems of knowledge they privilege? What happens when conflict between regimes implicates change with the nature of the censoring regime, from the family to the church to the modern nation-state? What causes regimes to

The truth can set you free, but of course it can also get you into trouble. How do the constraints on the pursuit and expression of “truth” change with the nature of the censoring regime, from the family to the church to the modern nation-state? What causes regimes to protect perceived vulnerabilities in the systems of knowledge they privilege? What happens when conflict between regimes implicates modes of knowing? Are there types of truth that any regime would—or should—find dangerous? What are the possible motives and pathways for self-censorship? We begin with the revolt of the Hebrews against polytheistic Egypt and the Socratic questioning of
democracy, and end with various contemporary cases of censorship within and between regimes. We consider these events and texts, and their reverberations and reversals in history, in relation to select analyses of the relations between truth and power, including Hobbes, Locke, Kant, Brecht, Leo Strauss, Foucault, Chomsky, Waldron, Zizek, and Xu Zhongrun. WR, HU

HIST 230b, Britain's Empire since 1763  Staff
The varieties of rule in different parts of Britain’s vast empire, from India to Africa to the West Indies. Ways in which events in one region could redirect policy in distant ones; how British observers sought to reconcile empire’s often authoritarian nature with liberalism and an expanding democracy at home; the interaction of economic, cultural, political, and environmental factors in shaping British imperial development. HU

* HIST 242Jb / CLCV 319b / MGRK 300b / WGSS 293b, The Olympic Games, Ancient and Modern  George Syrimis
Introduction to the history of the Olympic Games from antiquity to the present. The mythology of athletic events in ancient Greece and the ritual, political, and social ramifications of the actual competitions. The revival of the modern Olympic movement in 1896, the political investment of the Greek state at the time, and specific games as they illustrate the convergence of athletic cultures and sociopolitical transformations in the twentieth century. HU

* HIST 245Ja or b / GLBL 289a or b / PLSC 431a or b, War and Peace in Northern Ireland  Bonnie Weir
Examination of theoretical and empirical literature in response to questions about the insurgency and uneasy peace in Northern Ireland following the peace agreement of 1998 which formally ended the three-decade long civil conflict known widely as The Troubles and was often lauded as the most successful of its kind in modern history. Consideration of how both the conflict and the peace have been messier and arguably more divisive than most outside observers realize. SO

HIST 246b / EVST 189b, The History of Food  Paul Freedman
The history of food and culinary styles from prehistory to the present, with a particular focus on Europe and the United States. How societies gathered and prepared food. Changing taste preferences over time. The influence of consumers on trade, colonization, and cultural exchange. The impact of colonialism, technology, and globalization. The current food scene and its implications for health, the environment, and cultural shifts. HU

* HIST 248Ja / JDST 293a / RLST 214a, Introduction to Modern Jewish Thought  Elli Stern
An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism. HU

HIST 252a / JDST 340a, Political History of European Jewry, 1589–1897  David Sorkin
The reshaping of political principles that governed Jewish life in the European diaspora during the modern period. The Jews’ internal traditions of political self-understanding and behavior; the changing political status of Jews in Europe; Jewish political participation in European society. HU

HIST 254b / GMAN 208b, Germany from Unification to Refugee Crisis  Staff
The history of Germany from its unification in 1871 through the present. Topics include German nationalism and national unification; the culture and politics of the Weimar Republic; National Socialism and the Holocaust; the division of Germany and the Cold War; the Student Movement and New Social Movements; reunification; and Germany’s place in contemporary Europe. HU

HIST 255a, Imperial Russia, 1801-1922  Sergei Antonov
Russian Empire from the Napoleonic Wars to the Revolution and Civil War of 1917-1922. Main themes include autocratic political culture and challenges of liberalism, conservatism, nationalism; institutions and practices of serfdom and the development of capitalism and industrialization; main cultural trends from Romanticism to Silver Age; great-power politics, the “Great Game” competition against Britain, and the Eastern Front of the First World War. The three Russian revolutions of 1905 and 1917. Émigré culture and politics after 1917, politics of remembering imperial Russia in the twentieth and twenty-first century. HU

* HIST 256Ja / HUMS 264b, The History of Food  Staff
The history of food and culinary styles from prehistory to the present, with a particular focus on Europe and the United States. How societies gathered and prepared food. Changing taste preferences over time. The influence of consumers on trade, colonization, and cultural exchange. The impact of colonialism, technology, and globalization. The current food scene and its implications for health, the environment, and cultural shifts. HU

* HIST 258Jb, Unmaking the British Empire: 1850-2010  Rohit De and Zaib un Nisa Aziz
At the end of the 19th century, the British Empire stood as the largest and most powerful state in the world with an imperial network that stretched across the globe. This was an Anglophile world order defined by the markets, connections and ideologies of the British imperial enterprise. By the end of the next century, a different story was to be told. The British Empire had come undone and instead a new age of nation-states was firmly underway. The ideological legitimacy of British imperialism had been relentlessly challenged and the myth of the white man’s burden severely undermined if not completely debunked. How did this come to be? This is an advanced seminar on the global history of decolonization in the British Empire. HU
* HIST 260Ja / HSHM 468b, Sex, Life, and Generation  Ivano Dal Prete
Theories and practices of life, sex, and generation in Western civilization. Politics and policies of conception and birth; social control of abortion and infanticide in premodern societies; theories of life and gender; the changing status of the embryo; the lure of artificial life. WR, HU

HIST 263a, Eastern Europe to 1914  Timothy Snyder
Eastern Europe from the medieval state to the rise of modern nationalism. The Ottoman Empire, the Polish-Lithuanian Commonwealth, the Hapsburg monarchy, and various native currents. Themes include religious diversity, the constitution of empire, and the emergence of secular political ideologies. HU

HIST 264b / ER&M 263b / RSEE 268b, Eastern Europe since 1914  Timothy Snyder
Eastern Europe from the collapse of the old imperial order to the enlargement of the European Union. Main themes include world war, nationalism, fascism, and communism. Special attention to the structural weaknesses of interwar nation-states and postwar communist regimes. Nazi and Soviet occupation as an age of extremes. The collapse of communism. Communism after 1989 and the dissolution of Yugoslavia in the 1990s as parallel European trajectories. HU

* HIST 267Ja / JDST 300b, The Holocaust in Contemporary Culture and Politics  Elli Stern
This course examines public debates and controversies over the appropriate response to the Holocaust over the past half century. We begin by looking at the context of the beginnings of Holocaust consciousness, paying special attention to the trial of Adolf Eichmann, the Six Day War in Israel, and the Civil Rights Movement. We explore the works of popular authors who attempted to draw particular or universal lessons from the history of the Holocaust, such as Hannah Arendt and Emil Fackenheim, as well as major representations of the Holocaust on TV and film, such as the NBC miniseries “Holocaust” and Claude Lanzmann's documentary “Shoah.” We then move to a study of the controversies surrounding Holocaust education, including debates around the Holocaust museum in Washington, DC, the memorial to murdered Jews in Berlin, and Jewish tourist sites in post-communist Eastern Europe. The final part of the seminar is dedicated to the most recent scholarly arguments about the “uniqueness” of the Holocaust, the relationship of the Holocaust to other genocides and of Jews to other victims, and the parallels between contemporary and historic antisemitism. HU SO

* HIST 268Ja / JDST 351a / PLSC 466a / RLST 324a, The Global Right: From the French Revolution to the American Insurrection  Elli Stern
This seminar explores the history of right-wing political thought from the late eighteenth century to the present, with an emphasis on the role played by religious and pagan traditions. This course seeks to answer the question, what constitutes the right? What are the central philosophical, religious, and pagan, principles of those groups associated with this designation? How have the core ideas of the right changed over time? We do this by examining primary tracts written by theologians, political philosophers, and social theorists as well as secondary literature written by scholars interrogating movements associated with the right in America, Europe, Middle East and Asia. Though touching on specific national political parties, institutions, and think tanks, its focus is on mapping the intellectual overlap and differences between various right-wing ideologies. While the course is limited to the modern period, it adopts a global perspective to better understand the full scope of right-wing politics. HU SO

* HIST 269Ja, History and Holocaust Testimony  Carolyn Dean
The history and memoirs of Holocaust testimony. How victims’ experiences are narrated and assessed by historians. Questions regarding memory and history. WR, HU

HIST 271a / HUMS 330a / RSEE 271a, European Intellectual History since Nietzsche  Marci Shore
Major currents in European intellectual history from the late nineteenth century through the twentieth. Topics include Marxism-Leninism, psychoanalysis, expressionism, structuralism, phenomenology, existentialism, antipolitics, and deconstruction. HU

* HIST 272Ja / ER&M 326a, Militia and State Violence in British and American Empires  Katherine Birkbeck
This course considers histories of state violence in the British and American empires. It considers various extra-legal and state-sponsored violence organizations which both transcended and created imperial borders between 1790 and the recent past. It also situates modern mass detention and vigilantism within a longer history of racialized state formation. The course is based in historical methods and the students write a research paper related to the themes of the course. WR, HU

HIST 280a / ITAL 315a / RLST 160a, The Catholic Intellectual Tradition  Carlos Eire
Introductory survey of the interaction between Catholicism and Western culture from the first century to the present, with a focus on pivotal moments and crucial developments that defined both traditions. Key beliefs, rites, and customs of the Roman Catholic Church, and the ways in which they have found expression; interaction between Catholics and the institution of the Church; Catholicism in its cultural and sociopolitical matrices. Close reading of primary sources. HU

* HIST 280Ja / HSAR 399a / HSHM 407a / HUMS 220a, Collecting Nature  Paola Bertucci
A history of museums before the emergence of the modern museum. Focus on: cabinets of curiosities and Wunderkammern, anatomical theaters and apothecaries' shops, alchemical workshops and theaters of machines, collections of monsters, rarities, and exotic specimens. WR, HU

HIST 290a / RSEE 225a, Russia from the Ninth Century to 1801  Paul Bushkovitch
The mainstream of Russian history from the Kievian state to 1801. Political, social, and economic institutions and the transition from Eastern Orthodoxy to the Enlightenment. HU
* HIST 294Ja / MGRK 305a, The Age of Revolution  
Paris Aslanidis

The course is a comparative examination of the international dimensions of several revolutions from 1776 to 1848. It aims to explore mechanisms of diffusion, shared themes, and common visions between the revolutionary upheavals in the United States, France, Haiti, South America, Greece, and Italy. How similar and how different were these episodes? Did they emerge against a common structural and societal backdrop? Did they equally serve their ideals and liberate their people against tyranny? What was the role of women and the position of ethnic minorities in the fledgling nation-states? As the year 2021 marks the bicentennial of the Greek Revolution of 1821, special attention is given to the intricate links forged between Greek revolutionary intellectuals and their peers in Europe and other continents.  

HU

* HIST 295Ja / ER&M 279a / HUMS 286a / PHIL 433a, Mass Incarceration in the Soviet Union and the United States  
Timothy Snyder and Jason Stanley

The Franke Seminar. An investigation of the experience and purposes of mass incarceration in the Soviet Union and the United States in the twentieth century. Incarceration is central to the understanding, if not usually to the self-understanding, of a society. It is thus a crucial aperture into basic questions of values and practices. This course proposes a frontal approach to the subject, by investigating two of the major carceral systems of the twentieth century, the Soviet and the American. Intensive reading includes first-person accounts of the Gulag and American prison as well as scholarly monographs on the causes of mass incarceration in different contexts. Brief account is taken of important comparative cases, such as Nazi Germany and communist China. Guest lectures and guest appearances are an important element of our teaching.  

HU

HIST 299b, History of the Supernatural from Antiquity to Modernity  
Carlos Eire

This survey course aims to provide an introduction to ancient, medieval, and early modern Western beliefs in supernatural forces, as manifested in saints, mystics, demoniacs, ghosts, witches, relics, miracles, magic, charms, folk traditions, fantastic creatures and sacred places. Using a wide range of primary sources and various historical methodologies, our aim is to better understand how beliefs and worldviews develop and change and the ways in which they shape and determine human behavior.  

HU

* HIST 299Ja / HUMS 192a, Intellectuals and Power in Europe  
Terence Renaud

The role of intellectuals in politics, with a focus on social, cultural, and political upheavals in Europe during the nineteenth and twentieth centuries. Whether intellectuals betray a higher spiritual calling when they enter politics or merely strive to put their own theories into practice. Modern answers to the question of why ideas and intellectuals matter.  

HU

* HIST 303Ja / EAST 303a, Hong Kong and China: A Cross-Border History  
Denise Ho

This departmental seminar studies the historical development of Hong Kong and China in relation to each other, from the colonial and late imperial experience to their shared histories in national and political movements, from postwar industrialization to reform-era economic growth, culminating in the 1997 handover and its attendant political and economic integration. The readings from the first half of the semester come primarily from the literature in history, while the readings in the second half draw from anthropology, economics, political science, and sociology. Each week readings include primary sources in or translated into English.  

WR, HU

* HIST 305Ja / EAST 404a / RLST 359a, Faith in Law in East Asia: Beginnings to 1800  
Staff

This course investigates law in East Asia from ancient times to 1800 from the perspective of belief. We debate treatises, codes, cases, and cultural products from across East Asia's legal traditions, tracing the lives they took on. We work to understand firsthand law in its diverse contexts. More fundamentally, we consider the many ways in which people formed beliefs about what “law” might be or do. We examine the philosophical and faith traditions—and the hopes and fears—through which law was articulated, justified, realized, and then immediately contested. Throughout, we ask: What does it mean to invest law with one's faith? How much of one's belief is law? How much does law depend on one's belief? What gave people pause about this over time? You develop your own answers, with an eye toward how all of this has been understood, misunderstood, and appropriated across cultures and time. So the next time you hear an analyst or government official explain something in East Asia as rooted in “a Confucian disdain for law,” or “Japanese ‘Justice,’” (feat. in NYT) you will be equipped to strike up a conversation about just how they arrived at that belief.  

HU

HIST 307a / EAST 301a, The Making of Japan’s Great Peace, 1550–1850  
Fabian Drixler

Examination of how, after centuries of war in Japan and overseas, the Tokugawa shogunate built a peace that lasted more than 200 years. Japan’s urban revolution, the eradication of Christianity, the Japanese discovery of Europe, and the question of whether Tokugawa Japan is a rare example of a complex and populous society that achieved ecological sustainability.  

HU

* HIST 309Ja / EAST 309b, Uses of the Past in Modern China  
Denise Ho

Modern China’s use of the past in state-sponsored narratives of nation, in attempts to construct heritage by elites and intellectuals, and in grassroots projects of remembrance. Theories on history and memory; primary sources in English translation; case studies from twentieth-century China. Interdisciplinary readings in art history, anthropology, cultural studies, and history.  

WR, HU
HIST 311a / CLCV 210a / NELC 311a, Egypt of the Pharaohs  Nadine Moeller and Joseph Manning

Egypt was among the first centralized territorial states in the world, and, because Egyptian history offers us 4,000 years of institutional development and change, the focus of this course is on the long-term development of the ancient Egyptian state, its institutions, and its culture. The course introduces students to the history and culture of ancient Egypt from the rise of the central state to the early Christian period. General historical trends, the relationship of Egyptian history to other contemporary ancient cultures, and the legacy of Egypt to the “West” are also considered. At the end of the course, students have an understanding of the material culture and the historical development of ancient Egypt, and an appreciation for the relationship of the ancient sources to the construction of ancient Egyptian history. **HU**

* HIST 311Ja / MMES 303a, Social Movements in the Modern Middle East and North Africa  Hamzah Baig

How have social movements and grassroots networks shaped politics, culture, and day-to-day realities in the contemporary Middle East and North Africa (MENA)? This seminar addresses such driving questions by way of readings and discussion on a range of movements and ideological currents in the MENA region from the late nineteenth century to present, including labor, socialism, feminism, Islamism, Third Worldism, and nationalism in its various forms. Moving between local, national, regional, and global perspectives, we explore the social and political contexts in which these movements developed; the various ways in which they negotiated structures of power; and their impact on culture, sociality, and politics. **WR, HU**

* HIST 315jb / EAST 403b, Japan and Germany, 1860 to the Present  Staff

This course examines the histories of Japan and Germany from the founding of the two as modern nation states through the present. Relatively latecomers compared to supposedly “normal” nation states like the United States, France, and the United Kingdom, both societies followed similar, sometimes connected paths. The course introduces students to connections between East Asia and Europe through the nineteenth and twentieth centuries and explores how the specific parallels and entanglements between Japan and Germany shaped the histories of both regions. The course emphasizes themes of race, gender, and empire. Students engage with texts in history, sociology, and anthropology to answer key questions about Japanese and German history with particular emphasis on the question: is there something “peculiar” about their histories that led them to similar outcomes? **HU**

* HIST 319Jb / EAST 319b, Tokugawa Japan and the Human Condition  Fabian Drixler

An exploration of what Tokugawa Japan can teach us about shared human challenges and the diverse solutions different societies have found for them. Topics include standards of physical beauty; loyalty; romantic love; naming and the power of words; animals, infants, and the boundaries of humanity; unspeakable truths and open secrets; concealed power and the power of concealment; permissible violence; acceptable disasters; and the relationship of the living with the dead. In their coursework, students are invited to draw on their knowledge of other times and places as they put Tokugawa Japan in comparative perspective. **HU**

HIST 321a / EAST 220a, China from Present to Past  Valerie Hansen

Underlying causes of current issues facing China traced back to their origins in the premodern period. Topics include economic development, corruption, environmental crises, gender, and Pacific island disputes. Selected primary-source readings in English, images, videos, and Web resources. **WR, HU**

* HIST 321jb, Exploring the Silk Road  Valerie Hansen

A journey along the overland and sea routes that connected China, India, and Iran from 200-1000 CE and served as conduits for cultural exchange. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation. **WR, HU**

* HIST 324Jb / MMES 322b / SOCY 320b, World War I and the Making of the Modern Middle East  Jonathan Wyrtzen

WWI fundamentally transformed the Middle East, unmaking the Ottoman Empire and unleashing competition among colonial and local actors to reshape region’s political order that lasted well into the 1930s. This seminar examines what can be called the “Long Great War” in the Middle East. The first part examines the road to World War I and the course of the war in the Middle Eastern theater’s principle fronts (Caucasus, Mesopotamia, Sinai/Syria, North Africa, Dardanelles). We then look at the period immediately following the October 1918 Mudros Armistice (that technically ended Allied/Ottoman hostilities). During this violent “Wilsonian Moment” in the Middle East, local aspirations for self-determination were articulated, reformulated, and argued locally and internationally while colonial actors—British, French, Italian, and Spanish—mobilized competing state-building projects. The last section of the course looks at the climax points of conflict between these competing projects in the mid to late 1920s—including the Great Syrian Revolt, the Rif War, Kurdish Revolts, Saudi wars of consolidation, and the Italo-Sanusi war in Libya—and how present-day political units were finally negotiated. We conclude discussing how the Long Great War continues to echo and resonate in contemporary upheaval in the Middle East a century later. **HU, SO**

* HIST 325Ja / AMST 301a / ER&M 382a, Researching Mexican American Histories  Stephen Pitti

A survey of recent scholarship on Mexican American history. Students write a research paper based on primary sources and explore issues related to migration, education, detention, religion, urban communities, ethnic politics, and youth activism since the mid-nineteenth century. Reading knowledge of Spanish preferred. **HU**

* HIST 331Ja / HSHM 474a / WGSS 474a, Reproductive Politics & Neoliberalism in Latin America: 1970s—Present  Emilie Egger

This seminar provides an introduction to the history of modern Latin America through the lens of reproductive politics. Historians such as Laura Briggs (2017) use this framework to address the interplay of public and private forces on the material lives of individuals, their families, and communities and how they interpret these circumstances. We examine key events in Latin American history alongside trends in family patterns, the many variations of eugenic policy, and political and social organizing around issues of reproduction.
throughout Latin America from the 1970s to the present, using the interdisciplinary definition of eugenics proposed by historian Nancy Leys Stepan (1991): "...first, as a science of heredity that was shaped by political, institutional, and cultural factors particular to the historical moment and place in which it appeared; and, second, as a social movement with an explicit set of policy proposals." Moreover, we critically examine how people in Latin America define kinship within these frictions. Scholar Aihwa Ong writes that as political and economic networks are being rearranged, "new kinds of humanity are in emergence" (2006). WR, HU

**HIST 340b / AFST 340b, Africa in the Era of the Slave Trade** Robert Harms
Examination of the tumultuous changes experienced by African societies during the era of the Atlantic slave trade, approximately 1450–1850. Focus on the complex interaction between the internal dynamics of African societies and the impact of outside forces. HU

* **HIST 344a / AFST 344a, African Independence: A Cup of Plenty or a Poisoned Chalice?** Benedito Machava
In every African colony after World War Two there emerged nationalist movements which no longer called for civil rights as in the pre-war years but demanded self-determination. While many of them got it easy, some had to fight long and bloody wars for it. By the 1960s the colonial edifice had crumbled except for the few settler colonies in southern Africa. But even here the winds of change could not be stopped. But what did decolonization and independence mean to Africa? Did Africans get what they wanted? Was independence a cup of plenty or a poisoned chalice? In addressing these questions, this course charts the economic, political, and cultural transformations of postcolonial Africa from the 1960s to the present. The argument is this: there can be no understanding of Africa's challenges today without an inquiry into the nature of what the continent got from the departing colonial powers. HU

* **HIST 345Ja or b / ER&M 359a or b, Gender and the State in Latin America and the Caribbean** Staff
This seminar offers an introduction to historical constructions of gender identity and gendered polities in Latin America and the Caribbean from pre-colonial native societies into the twentieth century. We begin with an analysis of gender in the Inca empire and several lowland societies, focusing on spirituality, agriculture, and land tenure particularly. The arrival of Spanish colonialism brings tremendous and complex transformations to the societies that we consider; we analyze discourses of honor, as well as how various subjects navigated the violence and the transforming colonial state. Our readings turn to Caribbean slavery, where studies of gendered experiences of enslavement and resistance have grown considerably in recent decades. Building on these insights, we analyze the gendered experiences of abolition and inclusion into contentious new Latin American and Caribbean nations of the nineteenth century. In the twentieth century, we consider some of the most salient analyses of the growth of state power, including dictatorships, in multiple sites. Throughout we maintain an eye for principle questions about representation, reproduction, inclusion, political consciousness, sexuality, migration, kinship, and revolutionary struggle through a gendered lens. WR, HU

**HIST 353b, 20th Century Japan: Empire & Aftermath** Hannah Shepherd
In 1905, in a victory which shocked the world, Japan defeated Imperial Russia in a regional conflict over control of Korea. To many in Asia and the non-Western world, Japan looked like a new model of anti-Western, anti-imperial modernity. However, the ensuing decades would see this image contested. The expansion of Japan's political and economic power into East Asia over the first half of the twentieth century has shaped the region in ways still visible today. This course is split into three parts, each covering roughly two decades. First, we look at the legacies of Japan's Meiji Restoration and the development of what has been called an “Imperial Democracy” in early 20th century Japan. Next, we look at the crises which rocked Japan in the 1930s and marked a new era. Finally, we deal with the aftermath of empire—both in the immediate “postwar” era for Japan, and in the debates over imperial legacies and history which still reverberate in Japan and many of its former colonies today. HU

**HIST 355a / LAST 355a, Colonial Latin America** Stuart Schwartz
A survey of the conquest and colonization of Latin America from pre-Columbian civilizations through the movements for independence. Emphasis on social and economic themes and the formation of identities in the context of multiracial societies. HU

* **HIST 368Ja / AFST 324a / EP&E 317a / PLSC 324a, Nelson and Winnie Mandela** Jonny Steinberg
A study of Nelson and Winnie Mandela's marriage and public careers and the political and philosophical questions the marriage raises. Students examine the Mandelas' conflicting ideas on race and on the colonial experience and compare them to those of Mohandas Gandhi and Franz Fanon. Students also read recent philosophical work on forgiveness and on violence in order critically to assess the politics of reconciliation that so divided the Mandelas. The course examines the politics of global celebrity and the portrayal of men and women in public media.

* **HIST 374Jb / AFST 486b / HSHM 486b, African Systems of Thought** Nana Osei Quarshie
This seminar explores the effects of colonialism and post-colonial power relations on the production of scientific, medical, and embodied knowledge about Africa. The course focuses on three broad themes covered across four units. First, we read debates over the nature and definition of science and tradition. How have colonialism and post-colonial power relations defined the tasks of an African science? What does it mean to decolonize African thought or culture? Second, we examine the nature of rationality. Is reason singular or plural? Culturally-bound or universal? To what extent are witchcraft, African healing practices, and ancestor veneration rational practices? Is there a "traditional" rationality? Third, we explore the relationship between scientific representations, social practices, and local culture. What relationship exists between social practices and culturally shared categories of knowledge? Lastly, we examine the intersection of capital and medical expertise. How have shifting conceptions of value and capital, reshaped scientific and medical authority in Africa? WR, HU

**HIST 375b / EAST 375b, China from Mao to Now** Denise Ho
The history of the People's Republic of China from Mao to now, with a focus on understanding the recent Chinese past and framing contemporary events in China in historical context. How the party-state is organized; interactions between state and society; causes and
consequences of economic disparities; ways in which various groups—from intellectuals to religious believers—have shaped the meaning of contemporary Chinese society.

HIST 381b / MMES 102b / NELC 102b / SOCY 102b, Introduction to the Middle East  Jonathan Wytzen

Introduction to the history, politics, societies, and cultures of the Middle East. Topics and themes include geopolitics, environment, state formation, roles of Judaism/Christianity/Islam, empire&colonialism, nationalism, regional & global wars, Palestine-Israel conflict, US and other Great Power intervention.  

* HIST 381ja / EAST 413a, Writing the Rise and Fall of the Qin Empire  Staff

This course is a survey of the history of the Qin empire from its pre-imperial origins to its fall in 207 BCE—with a twist. We learn about the Qin, but we also use the Qin as a case study for the writing of East Asian history. How do we know what we know about the past? What assumptions are we making when we read a primary document? What’s the difference between primary and secondary sources? Instead of beginning with survey materials written by scholars, we start with so-called primary sources (in translation). We then look at excavated materials. With new materials coming to light nearly every month, the study of the Qin empire is an exciting and quickly changing field of study. There is likely be new evidence published during the course of the semester.

* HIST 383ja / AFAM 213a / AFST 481a / HSHM 481a, Medicine and Race in the Slave Trade  Carolyn Roberts

Examination of the interconnected histories of medicine and race in the slave trade. Topics include the medical geography of the slave trade from slave prisons in West Africa to slave ships; slave trade drugs and forced drug consumption; mental and physical illnesses and their treatments; gender and the body; British and West African medicine and medical knowledge in the slave trade; eighteenth-century theories of racial difference and disease; medical violence and medical ethics.

* HIST 386jb / EAST 416b, Childhood and Domesticity in East Asia  Staff

This course offers an overview of burgeoning studies of childhood and domesticity in East Asia to get us to think about childhood and domesticity as methodologies of studying East Asia and history in general. Instead of learning about children “as they were,” this course examines how childhood and domesticity were socially constructed. East Asia is our geographical focus, although this course also introduces students to relevant key works in studies of childhood in the United States and Europe. This course focuses on several key questions. How do studies of childhood and domesticity enhance, challenge, and/or broaden our understanding of East Asia? How were normative conceptions of childhood, domesticity, and family constructed and challenged throughout the 20th century? How does scholarship on childhood and domesticity help us understand our own experiences of childhood, family, and homes? How can we make connections between the familiar/mundane everyday life with more explicitly political issues, such as wars and economy? Through a transnational approach, we situate East Asia within the global, transnational circulation of ideas, people, money, and practices that continue to shape how we perceive and experience our childhood, family, and domesticity.

* HIST 388ja, Slavery and the Slave Trade in Africa  Robert Harms

The slave trade from the African perspective. Analysis of why slavery developed in Africa and how it operated. The long-term social, political, and economic effects of the Atlantic slave trade.

* HIST 391ja / AFST 385a / EP&E 350a / HLTH 385, Pandemics in Africa: From the Spanish Influenza to Covid-19  Jonny Steinberg

The overarching aim of the course is to understand the unfolding Covid-19 pandemic in Africa in the context of a century of pandemics, their political and administrative management, the responses of ordinary people, and the lasting changes they wrought. The first eight meetings examine some of the best social science-literature on 20th-century African pandemics before Covid-19. From the Spanish Influenza to cholera to AIDS, to the misdiagnosis of yaws as syphilis, and tuberculosis as hereditary, the social-science literature can be assembled to ask a host of vital questions in political theory: on the limits of coercion, on the connection between political power and scientific expertise, between pandemic disease and political legitimacy, and pervasively, across all modern African epidemics, between infection and the politics of race. The remaining four meetings look at Covid-19. We chronicle the evolving responses of policymakers, scholars, religious leaders, opposition figures, and, to the extent that we can, ordinary people. The idea is to assemble sufficient information to facilitate a real-time study of thinking and deciding in times of radical uncertainty and to examine, too, the consequences of decisions on the course of events. There are of course so many moving parts: health systems, international political economy, finance, policing, and more. We also bring guests into the classroom, among them frontline actors in the current pandemic as well as veterans of previous pandemics well placed to share provisional comparative thinking. This last dimension is especially emphasized: the current period, studied in the light of a century of epidemic disease, affording us the opportunity to see path dependencies and novelties, the old and the new.

* HIST 392ja / AFST 392 / ER&M 347a, Pan-Africanism, Anti-Colonialism and Colonial Modernity  Daniel Magaziner

A history of Pan-Africanism and Anti-Colonialism thought from the Haitian Revolution until the apex of the global struggle against apartheid and white supremacy in South Africa, focusing on intellectual and cultural history from across the African diaspora and Atlantic world.

* HIST 398ja / MMES 300a / SSEE 329a / RUSS 329a, Introduction to Modern Central Asia  Claire Roosien

An overview of the history of modern Central Asia—modern-day Kazakhstan, Kyrgyzstan, Turkmenistan, Turkmnenistan, Tajikistan, Uzbekistan, and the Xinjiang Uyghur Autonomous Region of the People’s Republic of China. This course shows Central Asia to be a pivotal participant in some of the major global issues of the 20th and 21st centuries, from environmental degradation and Cold War, to women’s emancipation and postcolonial nation-building, to religion and the rise of mass society. It also includes an overview of the region’s longer history, of the conquests by the Russian and Chinese empires, the rise of Islamic modernist reform movements, the Bolshevik victory, World War II, the perestroika, and the projects of post-Soviet nation-building. Readings in history are supplemented by
such primary sources as novels and poetry, films and songs, government decrees, travelogues, courtly chronicles, and the periodical press. All readings and discussions in English.  

* HIST 403Jb / HSHM 473b, Vaccination in Historical Perspective  
Jason Schwartz

For over two centuries, vaccination has been a prominent, effective, and at times controversial component of public health activities in the United States and around the world. Despite the novelty of many aspects of contemporary vaccines and vaccination programs, they reflect a rich and often contested history that combines questions of science, medicine, public health, global health, economics, law, and ethics, among other topics. This course examines the history of vaccines and vaccination programs, with a particular focus on the 20th and 21st centuries and on the historical roots of contemporary issues in U.S. and global vaccination policy. Students gain a thorough, historically grounded understanding of the scope and design of vaccination efforts, past and present, and the interconnected social, cultural, and political issues that vaccination has raised throughout its history and continues to raise today.  

* HIST 408Jb, Global Water in the Modern Era: Capitalism, State Power, and Environmental Crisis  
Staff

This course explores the history of the year 2020 through the themes of “pandemics, protests, and power.” We seek to examine the past in the present, looking at how American and international history since the end of the 19th century shaped the tumultuous events of 2020. We review the circumstances and timeline of events that led to the Covid-19 pandemic, mass protests against police brutality, and the outcome of the 2020 election through a historical perspective, covering such topics as the history of mass incarceration, racial inequality, and exploitation. Undergraduate enrollment limited to juniors and seniors.  

* HIST 426Ja / GLBL 398a, Yale and the World: Global Power, Local History  
David Engerman

This course introduces students to the historical promises and perils of the modern hydraulic era using a global, comparative approach. Throughout the semester, we read a variety of case studies, arranged in a roughly chronological manner, that provide a vantage on structural and cultural similarities, as well as problems and cultural aspirations unique to particular places and times.  

* HIST 428Jb, Pandemics, Protests, and Power: A History of 2020  
Michael Brenes

This course explores the history of the year 2020 through the themes of “pandemics, protests, and power.” We seek to examine the past in the present, looking at how American and international history since the end of the 19th century shaped the tumultuous events of 2020. We review the circumstances and timeline of events that led to the Covid-19 pandemic, mass protests against police brutality, and the outcome of the 2020 election through a historical perspective, covering such topics as the history of mass incarceration, racial inequality, and exploitation. Undergraduate enrollment limited to juniors and seniors.  

* HIST 431Ja / HIST 431, Pandemics, Protests, and Power: A History of 2020  
Michael Brenes

This course explores the history of the year 2020 through the themes of “pandemics, protests, and power.” We seek to examine the past in the present, looking at how American and international history since the end of the 19th century shaped the tumultuous events of 2020. We review the circumstances and timeline of events that led to the Covid-19 pandemic, mass protests against police brutality, and the outcome of the 2020 election through a historical perspective, covering such topics as the history of mass incarceration, racial inequality, and exploitation. Undergraduate enrollment limited to juniors and seniors.  

* HIST 433a / GLBL 433, The Twentieth Century: A World History  
Arne Westad

For most people, almost everywhere, the twentieth century was a time of profound and accelerating change. Someone born in the 1890s could, if they lived a long life, have experienced two world wars, a global depression, collapse of empires, the enfranchisement of women and young people, and the rise of the United States to global power. They could have witnessed the first cars, the first planes, the first radios and TVs, and the first computers. They could have been among the first to swear allegiance to one (or several) of 130 new nations. They could have been among the first to witness massive ecological destruction, as well as unparalleled advances in medicine, science, and the arts. The twentieth century was, as one historian puts it, an age of extremes, and in this class we explore some of these aspects of the age. The class is not intended to be a complete history nor is it one that provides an integrative interpretation of historical events. The aim is rather to enable students to know enough to think for themselves about the origins of today’s world and about how historical change is created.
* HIST 435Ja, Colonial Cities: A Global Seminar  Hannah Shepherd
Cities of empire, both imperial capitals and colonial outposts, played crucial roles in the reinforcement of racial hierarchies, the flow of goods, people, and capital, and the representation of imperial power. This course looks at histories of cities around the world in the age of empire, and how they were shaped by these forces. Students gain visual analysis and mapping skills, and learn about the history and theory of imperial, colonial and postcolonial cities, and how they still inform debates over the urban environment today.  WR, HU

* HIST 440Jb / HSHM 440b, Critical Data Visualization: History, Theory, and Practice  Bill Rankin
Critical analysis of the creation, use, and cultural meanings of data visualization, with emphasis on both the theory and the politics of visual communication. Seminar discussions include close readings of historical data graphics since the late eighteenth century and conceptual engagement with graphic semiotics, ideals of objectivity and honesty, and recent approaches of feminist and participatory data design. Course assignments focus on the research, production, and workshopping of students’ own data graphics; topics include both historical and contemporary material. No prior software experience is required; tutorials are integrated into weekly meetings. Basic proficiency in standard graphics software is expected by the end of the term, with optional support for more advanced programming and mapping software.  HU

* HIST 455Jb / GMAN 375b / HUMS 287b / WGSS 347b, Resistance in Theory and Practice  Terence Renaud
Exploration of the histories and theories of resistance in the modern world. How liberation movements, guerrillas, and oppressed groups appeal to resistance as an organizational strategy and as moral justification. Readings include Kant, Thoreau, Nietzsche, Luxemburg, Lenin, Gandhi, Fanon, Arendt, Marcuse, Foucault, A. Lorde, Said, and J. Butler. Themes include antifascism to terrorism; violence to nonviolence, the New Left to Black Lives Matter.  HU

* HIST 459Ja / EVST 228a / HUMS 228a / LITR 345a, Climate Change and the Humanities  Katja Lindskog
What can the Humanities tell us about climate change? The Humanities help us to better understand the relationship between everyday individual experience, and our rapidly changing world. To that end, students read literary, political, historical, and religious texts to better understand how individuals both depend on, and struggle against, the natural environment in order to survive.  HU

* HIST 464Jb, Law and History  Rohit De and Sergei Antonov
The role of law and legal institutions in shaping everyday life. Ways in which societies throughout history have engaged with law, rules, and legal institutions, from the Roman Empire to Ottoman Egypt to the U.S. civil rights era. Methodologies and sources in the study of legal history.  WR, HU

* HIST 467Ja / HSHM 442a, Cartography, Territory, and Identity  Bill Rankin
Exploration of how maps shape assumptions about territory, land, sovereignty, and identity. The relationship between scientific cartography and conquest, the geography of statecraft, religious cartographies, encounters between Western and non-Western cultures, and reactions to cartographic objectivity. Students make their own maps. No previous experience in cartography or graphic design required.  WR, HU

* HIST 469Ja / EP&E 302a / GLBL 250a / PLSC 391a, State Formation  Didac Queralt
Study of the domestic and international determinants of functional states from antiquity to date. Analysis of state-formation in Europe in pre-modern and outside Europe from colonial times to date. Topics include centralization of power, capacity to tax, and contract enforcement.  SO

* HIST 481Ja, Grand Narratives in Global History  Fabian Drixler
Analysis of recent attempts to find patterns and unifying narratives in the complexity of world history. Topics include the decline of violence, economic divergences and global inequality, geographic determinism, climate and history, human history and the biosphere, demographic and evolutionary perspectives on history, history as neurochemistry, and the shifting shape of world history from different geographical vantage points.  WR, HU

* HIST 483Ja / GLBL 344a / PLSC 161a, Studies in Grand Strategy II  Beverly Gage
The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. During the fall term, students put into action the ideas studied in the spring term by applying concepts of grand strategy to present day issues. Admission is by application only; the cycle for the current year is closed. This course does not fulfill the history seminar requirement, but may count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. Prerequisite: PLSC 321. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged.  SO

HIST 485a / AMST 215a / HSHM 217a / HUMS 219a, Biomedical Futures and Michael Crichton’s Monsters  Joanna Radin
What forms of life have been produced by modern science? The literal life-changing technologies that began to emerge after the Second World War also provoked new anxieties. They expressed themselves in the speculative fiction of Michael Crichton in terms of monsters: the virus in The Andromeda Strain, the androids in Westworld, the velociraptors of Jurassic Park, and even the patients maimed by gunshot wounds in ER. Crichton wrote thrilling stories that also asked his readers to consider what monsters humans could make if they didn’t stop to consider whether or not they should. This course examines the emergence of modern life science to consider what it would take to produce more life-sustaining futures.  HU, SO

* HIST 494a or b, Individual Writing Tutorial  Mark Peterson
For students who wish, under the supervision of a member of the faculty, to investigate an area of history not covered by regular departmental offerings. The course may be used for research or for directed reading. It is normally taken only once. The emphasis of the
tutorial is on writing a long essay or several short ones. To apply for admission, a student should present the following materials to the director of undergraduate studies on the Friday before schedules are due: a prospectus of the work proposed, a bibliography, and a letter of support from a member of the History department faculty who will direct the tutorial. A form to simplify this process is available from the office of the director of undergraduate studies.

* HIST 495a or b and HIST 496a or b, The Senior Essay  David Sorkin
All senior History majors should attend the mandatory senior essay meeting in early September at a time and location to be announced in the online Senior Essay Handbook. The senior essay is a required one- or two-term independent research project conducted under the guidance of a faculty adviser. As a significant work of primary-source research, it serves as the capstone project of the History major. Students writing the one-term senior essay enroll in HIST 497 (see description), not HIST 495 and 496. The two-term essay takes the form of a substantial article, not longer than 12,500 words (approximately forty to fifty double-spaced typewritten pages). This is a maximum limit; there is no minimum requirement. Length will vary according to the topic and the historical techniques employed. Students writing the two-term senior essay who expect to graduate in May enroll in HIST 495 during the fall term and complete their essays in HIST 496 in the spring term. December graduates enroll in HIST 495 in the spring term and complete their essays in HIST 496 during the following fall term; students planning to begin their essay in the spring term should notify the senior essay director by early December. Each student majoring in History must present a completed Statement of Intention, signed by a department member who has agreed to serve as adviser, to the History Department Undergraduate Registrar by the dates indicated in the Senior Essay Handbook. Blank statement forms are available from the History Undergraduate Registrar and in the Senior Essay handbook. Students enrolled in HIST 495 submit to the administrator in 237 HGS a two-to-three-page analysis of a single primary source, a draft bibliographic essay, and at least ten pages of the essay by the deadlines listed in the Senior Essay Handbook. Those who meet these requirements receive a temporary grade of SAT for the fall term, which will be changed to the grade received by the essay upon its completion. Failure to meet any requirement may result in the student’s being asked to withdraw from HIST 495. Students enrolled in HIST 496 must submit a completed essay to 211 HGS no later than 5 p.m. on the dates indicated in the Senior Essay Handbook. Essays submitted after 5 p.m. will be considered as having been turned in on the following day. If the essay is submitted late without an excuse from the student’s residential college dean, the penalty is one letter grade for the first day and one-half letter grade for each of the next two days past the deadline. No essay that would otherwise pass will be failed because it is late, but late essays will not be considered for departmental or Yale College prizes. All senior departmental essays will be judged by members of the faculty other than the adviser. In order to graduate from Yale College, a student majoring in History must achieve a passing grade on the departmental essay.

* HIST 497a or b, One-Term Senior Essay  David Sorkin
All senior History majors should attend the mandatory senior essay meeting in early September at a time and location to be announced in the online Senior Essay Handbook. The senior essay is a required one- or two-term independent research project conducted under the guidance of a faculty adviser. As a significant work of primary-source research, it serves as the capstone project of the History major. Seniors writing a two-term senior essay do not register for HIST 495; instead, they register for HIST 495 and 496 (see description). History majors may choose to write a one-term independent senior essay in the first term of their senior year and register for HIST 497; however, students who choose the one-term senior essay option are not eligible for Distinction in the Major. The one-term essay must include a substantial research paper of no more than 6,250 words (approximately twenty-five pages) based on primary sources, along with a bibliographic essay and bibliography. Seniors enroll during the fall term of senior year; only History majors graduating in December may enroll during the spring term (or seventh term of enrollment). In rare circumstances, with the permission of the adviser and the Senior Essay Director, a student enrolled in HIST 497 during the fall term may withdraw from the course according to Yale College regulations on course withdrawal and enroll in the spring term. Each student enrolled in HIST 497 must present a completed Statement of Intention, signed by a department member who has agreed to serve as adviser, to the History Department Undergraduate Registrar by the dates indicated in the Senior Essay Handbook. Blank statement forms are available from the History Undergraduate Registrar and in the Senior Essay Handbook, available on the History department Web site. Additional details about the senior essay, including the submission deadlines are included in the Senior Essay Handbook. Essays submitted after 5 p.m. on the due date will be considered as having been turned in on the following day. If the essay is submitted late without an excuse from the student’s residential college dean, the penalty is one letter grade for the first day and one-half letter grade for each of the next two days past the deadline. No essay that would otherwise pass will be failed because it is late. All senior departmental essays will be judged by members of the faculty other than the adviser. In order to graduate from Yale College, a student majoring in History must achieve a passing grade on the departmental essay. Permission of the departmental Senior Essay Director and of the student’s faculty adviser is required for enrollment.