**HISTORY (HIST)**

* HIST 016a / AFAM 060a / AMST 060a, Significance of American Slavery  Edward Rugemer
This first-year seminar explores the significance of racial slavery in the history of the Americas during the eighteenth and nineteenth centuries. We read the work of historians and explore archival approaches to the study of history. Taught in the Beinecke Library with the assistance of curators and librarians, each week is organized around an archival collection that sheds light on the history of slavery. The course also includes visits to the Department of Manuscripts and Archives in the Sterling Library, the British Art Center, and the Yale University Art Gallery. Each student writes a research paper grounded in archival research in one of the Yale Libraries. Topics include slavery and slaveholding, the transatlantic slave trade, resistance to slavery, the abolitionist movement, the coming of the American Civil War, the process of emancipation, and post-emancipation experiences. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. **WR, HU**

* HIST 017b, American Indians in Higher Education: Introduction to the Indigenous History of American Education  Ned Blackhawk
Education remains an essential element in Native American history, a complex arena full of conflict, resistance, adaptation, and social change. Charting the centuries-long relationships between Native Americans and Euro-American institutions of higher education, this seminar seeks to expose students to the educational history of Native North America. Through in-class assignments, discussion, and sets of experiential campus and off-campus tours, this class both introduces the educational history of Native North America and links it with the broader political history of federal Indian law and policy. 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 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. **WR, HU**

* HIST 034a, Cuba from Slavery to Revolution  Anne Eller
Cuba’s rich history from the early colonial period to the present. Topics include colonialism, slavery, independence, emancipation, the Cuban Revolution, and the nation’s relationship with the United States. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. **WR, HU**

* HIST 040b, Comparative Women’s History  Rebecca Tannenbaum
Comparative perspective on the lives of women and their experiences, the ways in which historical forces shaped gender roles in different cultures, and the similarities and differences in gender roles across different time periods and around the world. Topics include work, family roles, political participation, health and sexuality, religious roles, and global feminisms. 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**

* HIST 061b, Information Revolutions: From the Origins of Writing to the Digital Age  Staff
This course explores the history of information and its organization from the origins of writing to the present day. The course focuses on technologies of knowledge and information sharing (or hoarding) as they are embedded in social and political contexts, with an emphasis on paradigm shifts and on losses and gains as new systems of information organization replace old ones. The thematic focus is on the Western tradition and on scholarly knowledge, though students may explore other traditions and parts of the world in their research projects. Class structure consists of discussion of theoretical and historical readings selected by experts followed by hands-on interaction with special collection materials and site visits. The course introduces students to the multiple collections, curators, and librarians at Yale and serves to deepen their understanding of the modern research library. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. **WR, HU**

* HIST 072b, The History of World History  Valerie Hansen
How the great historians of ancient Greece, Rome, China, the Islamic world, and nineteenth-century Europe created modern historical method. How to evaluate the reliability of sources, both primary and secondary, and assess the relationship between fact and
interpretation. Using historical method to make sense of our world today. Strategies for improving reading, writing, and public speaking skills. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. WR, HU

* HIST 078b / HUMS 091b, Truth and Post-Truth   Marci Shore
This European intellectual history seminar explores the epistemological question in philosophy: does the world really exist? How do I know it’s really there and not just a projection of my consciousness? Is there such a thing as truth? We begin with European philosophy, moving through Descartes, Kant and Husserl and through the role of ideology and lies in 20th century totalitarianism, then to dissident thought in Eastern Europe in the 1970s and 1980s, and finally to the emergence of “post-truth” in the 20th century and its implications in both philosophy and life. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. HU

* HIST 102Ja / AMST 375a / ER&M 302Ja, Asian Americans and the Law in 20th C. U.S. History   Mary Lui
This junior history seminar explores 20th century Asian American history through the themes of law and justice. Specifically, we examine the ways in which U.S. laws and legal institutions have defined race and belonging for Asian Americans by focusing on three topics: education, housing, and criminal justice. These broad themes allow us to understand historic changes in Asian migration, family and community formation, political organizing, and social justice activism as well as situate Asian American history in the broader context of Civil Rights struggles throughout the 20th century. The course also explores a wide array of primary sources and historical methods used to develop a research project based on Asian American encounters with the U.S. legal system. WR, HU

HIST 103b, The World Circa 1800   Stuart Semmel
Global history studies cross-cultural interactions, connections, influences, and conflicts. Our subjects include: colonial expansion; war and resistance; slavery; migration and diaspora; the diffusion of ideas and technologies; and the transplanting of crops, livestock, and bacteria. Looking at the world around 1800 lets us consider the impact of European imperial expansion, the French revolution, religious movements, industrialization, and the “international” emergence of “nationalism.” We consider and explore the very notions of “modernization” and “globalization.” HU

* HIST 103Ja / AFAM 202a, Life and Writings of Frederick Douglass   David Blight
The life, times, and works of Frederick Douglass, African American abolitionist and leader of the nineteenth century. Douglass’s writings, including autobiographies, oratory, and editorials, and his role as a historical actor in the antislavery and early civil rights movements.

Deep inquiry into the craft of biography. WR, HU

HIST 104a / GLBL 207a, The World Circa 2000   Daniel Magaziner and Samuel Moyn
The World Circa 2000 is a global history of the present since ~ 1960. The course moves thematically to consider topics including, decolonization and nation building in the global south, crises of nationalism and recurrent authoritarianism, the politics of aid, humanitarianism and neo-liberalism, technophilia, environmentalism and networked societies, climate change and ‘free trade,’ new religious fundamentalisms and imagined solidarities, celebrity, individuality, and consumerism in China, the United States, and beyond. HU

* HIST 110Ja / HSHM 496a, Birthchild in America, 1650-2000   Rebecca Tannenbaum
This course considers the ways childbirth has been conducted in the United states over three centuries. Topics include the connections between childbirth and historical constructions of gender, race, and motherhood, as well as changes in the medical understanding and management of childbirth. WR, HU

HIST 111a, Introduction to American History, 1492 to 1865   Mark Peterson
From the time that permanent contact between Europe and the Americas was established, North America experienced profound changes, in what was truly a world-historical transformation. This course introduces students to the scale and significance of these changes, and provides an intellectual framework for understanding why and how they happened that will be useful in making sense of our contemporary world. The emergence of the United States in the 1770s and its dissolution in Civil War in the 1860s are key events in this story, but the course takes a wider view of the experiences of the peoples of America, Africa, and Europe in shaping the new societies, economies, and politics that emerged in this critical era. HU

* HIST 112Ja, Reconstruction: America’s Second Founding   James Shinn
Between roughly 1865 and 1876, Americans attempted something extraordinary: the world’s first large-scale experiment in multiracial democracy. This experiment has come to be known as “Reconstruction.” African Americans and their white allies remade the political, economic, and social landscape of the South, while also rewriting the Constitution and expanding the federal government. This “Second Founding” represented a high water mark of American democracy and helped to lay the foundation for the modern United States. Yet it was ultimately defeated, giving way to a long period of Jim Crow racism and profound inequality. In this course, students explore the history and historical memory of Reconstruction by engaging with a variety of primary and secondary sources. They also consider several questions. What were the achievements of Reconstruction? What were its limits and blindspots? Why and how was it defeated? What lessons does it hold for the politics of the present? Students learn the basics of academic composition through a series of progressively longer and more complex writing assignments, as well as classroom discussions and extensive instructor feedback. This course is open to sophomores, juniors, and seniors, though preference will be given to sophomores. Sophomore Seminar: Registration preference given to sophomores. Not normally open to first-year students. WR, HU

HIST 114b / HSHM 206b, History of Reproductive Health and Medicine in the U.S.   Miriam Rich
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.

* HIST 116jb, A History of American Citizenship: Membership and Exclusion; Rights and Belonging in U.S. History  Brendan Shanahan
This course explores the contested history of American citizenship from the early republic to the age of Trump. It interrogates both the relative inclusion and/or exclusion of disparate immigrant populations into the American citizenry and campaigns to expand citizenship status and rights to long-marginalized native-born populations throughout the history of the republic. It especially probes the degree to which policies governing U.S. citizenship have been employed to incorporate access to rights for some while restricting access to others.

* HIST 118Ja, U.S. Immigration Policy: History, Politics, and Activism, 1607-Present  Brendan Shanahan
How can we study a history so broad, complex, and evolving as the history of American immigration policy? This course explores that question by studying U.S. immigration law, politics, and activism from the colonial era to the present day. Chronologically, we particularly examine: (1) antebellum immigration policy in the context of forced migration, settler colonialism, and slavery, (2) the rise of a federal “gatekeeping” immigration regime in the post-Civil War era, and (3) transformations in immigration policymaking and policies during the long twentieth century. Thematically, we emphasize how U.S. immigration policies have often been framed—and challenged by immigrant rights advocates—on the grounds of racialized and gendered exclusion and/or subordination.

* HIST 119jb / AMST 453b, The United States Constitution of 1787  Staff
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.

* HIST 128b / AMST 228b / GLBL 201b, Origins of U.S. Global Power  David Engerman
This course examines the causes and consequences of American global power in the “long 20th century,” peering back briefly into the 19th century as well as forward into the present one. The focus is on foreign relations, which includes but is not limited to foreign policy; indeed, America’s global role was rooted as much in its economic and cultural power as it was in diplomacy and military strength. We study events like wars, crises, treaties, and summits—but also trade shows and movie openings. Our principal subjects include plenty of State Department officials, but also missionaries, business people, and journalists. We pay close attention also to conceptions of American power; how did observers in and beyond the United States understand the nature, origins, and operations of American power?

* HIST 129jb, America’s Wars: From Reconstruction to the Present  Michael Brenes
This course explores the history of American warfare since the late 19th century, focusing on the development of U.S. military strategy and policy since the end of the Civil War. We discuss how the United States waged war—why the United States got into wars, and how the U.S. extricated itself (or tried to extricate itself) from war. The course also pays close attention to the relationship between war and state-building in the United States and abroad, as we cover topics such as the history of American occupations, the political economy of the American military, and the technology of modern warfare. By taking an expansive view of American military power, we therefore seek to understand how wartime, as well as “peacetime,” shaped the history of the United States throughout the twentieth century.

* HIST 131jb / ER&M 392b, Urban History in the United States, 1870 to the Present  Jennifer Klein
The history of work, leisure, consumption, and housing in American cities. Topics include immigration, formation and re-formation of ethnic communities, the segregation of cities along the lines of class and race, labor organizing, the impact of federal policy, the growth of suburbs, the War on Poverty and Reaganism, and post-Katrina New Orleans.

* HIST 132jb / AFAM 422b, Plantation Societies in the Greater British Caribbean 1627-1761  Staff
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 133Ja, 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 Roe 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 135Jb, 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 136a / AFAM 125a / AMST 125a / EDST 130a, The Long Civil Rights Movement Crystal Feimster
Political, social, and artistic aspects of the U.S. civil rights movement from the 1920s through the 1980s explored in the context of other organized efforts for social change. Focus on relations between the African American freedom movement and debates about gender, labor, sexuality, and foreign policy. Changing representations of social movements in twentieth-century American culture; the politics of historical analysis. 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 146a / ER&M 214a / HLTH 280a / HSHM 212a, Historical Perspectives on Global Health Joanna Radin
In the 21st century “global health” is recognized as an influential framework for orienting action among a huge range of groups including public health workers, activists, philanthropists, economists, political leaders, and students. How did this come to pass? This survey class introduces you to the historical circumstances that have contributed to the contemporary landscape of global health. We travel through several centuries to examine how ideas about disease, colonialism, race, gender, science, diplomacy, security, economy, and humanitarianism have shaped and been shaped by attempts to negotiate problems of health that transcend geopolitical borders. HU

* HIST 150Ja / HSHM 406a, 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. 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. 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 158Jb / AMST 398b / ER&M 308b, American Indian Law and Policy Ned Blackhawk
Survey of the origins, history, and legacies of federal Indian law and policy during two hundred years of United States history. The evolution of U.S. constitutional law and political achievements of American Indian communities over the past four decades. WR, HU
* HIST 162Jb / AFAM 297b, Urban Inequality after Civil Rights  Elizabeth Hinton
By examining the impact of social, political, and economic changes in the decades after the civil rights movement, this course addresses historical developments that functioned to increase segregation and income stratification in the United States as a whole, and in African American communities in particular. Topics include radical social movements and urban unrest, the rise of black mayors, the critical withdrawal of federal resources and public services in cities, and mass criminalization.  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 165b / AMST 199b, 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 167Ja / PLSC 209a / PLSC 839, 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 showdows 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 168Ja, Quebec and Canada from 1791 to the Present  Jay Gitlin and Ryan Brasseaux
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 169b, Early National America  Joanne Freeman
An introduction to America's first decades as a nation. Topics include the creation of a national politics, partisan conflict in the states and on a national level, the logistics of democratic politicking, and changes in American society and culture.  HU

* HIST 170Ja, Native Peoples and the Making of the Southwest  Naomi Sussman
This class traces Native communities across the region's Spanish, Mexican, and U.S. American regimes (between the 19th century and the present). We foreground Indigenous peoples' distinct geopolitical agendas and explore their innovative, hard-won persistence. Likewise, we interrogate the strategies — displacement, forced labor, genocide, assimilation — that colonial governments have used to dominate native peoples. Finally, we consider the function of the U.S.-Mexico border, and of ideas of "citizenship" on both sides of the border, since 1848.  WR, HU

* HIST 171Jb, The Left After 1968: Social Movements and Progressive Politics in a Transnational Perspective  Staff
In this reading-intensive and discussion-focused seminar, students examine the myriad afterlives of 1968 with a focus on grassroots activism and the changing vernaculars of radicalism in the last three decades of the twentieth century. Conventionally, historians have marked 1968 as the apex of leftist mobilization, often characterizing the decades after as ones of decline. Without denying the strengthening of conservative dispensations during this period, students consider how the Left lived on through well-organized and powerful movements that challenged structural inequalities through demands for black power, women's liberation, anti-colonial non-alignment, environmentalism, LGBT, indigenous, and human rights.  WR, HU

* HIST 174Ja / AMST 451a / RLST 260a, Religion, War, and the Meaning of America  Harry Stout
The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts.  HU

* HIST 175Ja / AFAM 306a, Movements for Black Freedom in the Nineteenth-Century Americas  Bianca Dang
This seminar examines Black freedom in the Americas both as a lived experience and as an idea that moved throughout the region during the long nineteenth century. This course explores the hemispheric impacts and reverberations of multiple, yet connected, movements for Black freedom in the nineteenth-century Americas. It begins with the Haitian Revolution, a revolution enacted and won by enslaved African and Afro-descended people that fundamentally transformed the hemisphere. It concludes with Black people's resistance to Jim Crow policies in the post-American Civil War era, emphasizing the enduring strength of Black freedom movements. Organized in a series of themes, such as the Law, the Environment, and Indigeneity and Blackness, this seminar highlights the transnational dimensions of movements for Black freedom in the nineteenth century. At the same time, it traces the distinctiveness of each of these movements to provide a broad, yet nuanced, account of the hemispheric and global dynamics of slavery, freedom, race, and gender from the Age of Revolutions to the turn of the twentieth century.  WR, HU
* HIST 176Jb / HSHM 465b / WGSS 457b, Reproductive Health, Gender & Power in the U.S.  Ziv Eisenberg
This seminar examines women’s and men’s reproductive health in the United States from the 19th century to the present. How have gender norms and social power structures shaped medical knowledge, scientific investigation, political regulation, and private reproductive experiences? What do the lessons of the history of reproductive health tell us about contemporary policy, legal and economic debates? Topics include abortion, activism, childbirth, contraceptives, eugenics, feminism, fertility, medicalization, pregnancy, reproductive science and technology, sexual health, social justice, and sterilization.  WR, HU

* HIST 179Ja / HSHM 415a, Historical Perspectives on Science and Religion  Ivan Dal Prete
The engagement between science and religion from a historical standpoint and a multicultural perspective. The Islamic, Jewish, Buddhist, and Christian traditions; the roots of modern creationism; salvation expectations and the rise of modern science and technology.  WR, HU

* HIST 184a / AFAM 160a / AFST 184a / AMST 160a, The Rise and Fall of Atlantic Slavery  Edward Rugemer
The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation.  WR, HU

* HIST 194Jb / HSHM 442b, Citizenship, Race, and Public Health in U.S. History  Miriam Rich
This seminar examines the history of citizenship, race, and public health in the modern United States. The course explores how public health practices structured shifting boundaries of social and political inclusion, focusing particularly on the late nineteenth and early twentieth centuries. How did public health interventions serve to affirm, regulate, or deny the citizenship of different groups? How have public health issues both shaped and been shaped by systems of racial inequality? Topics include the history of public health and immigration, surveillance and regulation of racialized and gendered subjects, eugenics and racial hygiene, health activism and reform, and ethics of public health powers.  WR, HU

* HIST 195Ja / HSHM 436a, Health and Incarceration in U.S. History  Miriam Rich
This course examines the U.S. history of incarceration through the lens of health and medicine, covering the late eighteenth century to the present. Across this period, incarcerated populations have been subject to extensive health risks and harms; since 1976, they also comprise the only group in the U.S. with a recognized constitutional right to health care. In this seminar, we explore how medical practices and institutions have been involved in establishing, structuring, and challenging historical systems of incarceration. In the modern United States, incarceration has played a major role in the formation of racial disparities, the regulation and surveillance of marginalized communities, and the delineation of the state’s relationship to its subjects. Within this history, health and medicine have been central to debates over the harms of the prison system, the extent of institutional authority over vulnerable bodies, and the state’s obligations to provide care.  WR, HU

* HIST 196Jb / AMST 335b, 21st-Century US History: The First Decade  Joanne Meyerowitz
Students conduct collaborative primary source research on the first ten years of the 21st century. Topics include September 11th, the wars in Iraq and Afghanistan, Hurricane Katrina, the financial crisis of 2008, the election of Barack Obama, and battles over domestic surveillance, immigration, policing, gun control, same-sex marriage, and reproductive rights.  HU

* HIST 199b / AMST 256b / 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 201b / CLCV 258b / EVST 357b, Ecocultures of Antiquity: Ecocritical Approaches to Ancient Greece and Rome  Kirk Freudenburg
This class examines how the Greeks and Romans exploited their natural surroundings not only as physical resources, but as resources for human thought. The focus is on how ancient thinkers, living lives that were largely city-bound and detached from nature, structured their thoughts about the lives they lived (and about human existence more generally) by reference to their nonhuman surroundings: creatures, plants and places, some of which existed in the real world (in places far off, largely unknown and elsewhere; in places penetrated, explored, and/or told of), others of which existed entirely in the imagination, whether as inherited lore, or as places and creatures invented ad hoc by individuals and groups to get certain kinds of cultural work done. We look not only at the how and what, but at the why of nature’s encoding via culture, and vice versa (their symbiosis), paying special attention to ancient Rome (though with a short first glance at Homer, Hesiod and Aristotle). We begin by scrutinizing the categories themselves, attempting to find historically appropriate ways to connect modern ecocritical concerns and ways of thought to the ancient world. Topics include: the cosmos, the heavens, and the first humans (and first peoples in their places); humans in their ‘kinds’ and animals, wild and tame; mountains, rivers, the sea and the undersea; human and animal foods, farming and food ways; wine and fermentation; groves, forests and trees; gardens, flowers, vegetables and fungi; birds, fish, weasels and snakes; earthquakes, floods and natural disasters; pollution, dirt and the city of Rome; the ecocultural lives of others.  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 203a / CLCV 222a, The Late Antique World, c. 300–650  Kevin Feeney
History of the greater Mediterranean world from the birth of the Roman Emperor Constantine to the death of the Prophet Muhammad. The course of political and military history, the growth of the late Roman bureaucracy, shifts in the law and in social and economic structures, the end of ancient paganism, the rise of Christianity as a world religion, the development of Rabbinic Judaism, and the beginnings of Islam. HU

* HIST 206Ja / HSHM 444a, Medieval Minds and Brains  Amelia Kennedy
How did monks try to tame their thoughts, discipline their minds, and banish distraction? How did medieval scholars memorize so much material (and why was memory so important)? People living in the premodern era thought of cognition in different terms than we do today, and they used different strategies for making their brains behave how they wanted. Despite these differences, some experiences are almost universally familiar: Like us, medieval people forgot things and tried to improve their memories; they sometimes grew anxious or sad; and they studied hard to learn things that were important to them. This seminar surveys understandings of the mind and brain in Europe and the Mediterranean, c. 300-1500. It is divided into four major units: Mindfulness, Memory, Meditation & Mysticism, and "Madness" & Mental Health. 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. Sophomore Seminar: Registration preference given to sophomores. Not normally open to first-year students. WR, HU

* HIST 207Ja, Medieval Britain: History from Art, Archaeology, and Literature  Sebastian Bezerra
The history of early medieval Britain, so evocatively portrayed in films and TV shows such as Beowulf, The Last Kingdom, King Arthur, and Tristan + Isolde, has long been regarded as obscure and inaccessible to historians due to a paucity of written histories and narrative sources. Academic historical writing about this period must draw upon a wide and diverse array of evidence, including but not limited to visual and material culture, archaeological finds, and literary sources produced or consumed by insular societies. This sophomore writing seminar teaches effective historical writing and analysis through student engagement with these interdisciplinary sources in order to address significant questions about early medieval Britain, including questions of race and ethnicity, trade and economics, medicine and intellectual life, and the nature of everyday life in the British Isles. Sophomore Seminar: Registration preference to sophomores. Not normally open to first-year students. WR, HU

HIST 210a, Early Middle Ages, 284-1000  Amelia Kennedy
Major developments in the political, social, and religious history of western Europe from the accession of Diocletian to the feudal transformation. Topics include the conversion of Europe to Christianity, the fall of the Roman Empire, the rise of Islam and the Arabs, the "Dark Ages," Charlemagne and the Carolingian renaissance, and the Viking and Hungarian invasions. 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 212a / CLCV 308a / HIST 308, The Ancient Economy  Joseph Manning
A survey of the economies of the ancient Mediterranean world, with emphasis on economic institutions, the development of the economies over time, ancient economic thought, and the interrelationships between institutions and economic growth. Material evidence for studying the economies of the ancient world, including coinage, documentary material, and archaeology. 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 Kuro*, Ladislav Hejdanek, Václav Havel, Jan Patočka, Leszek Kołakowski, Gajo Petrović, Norman Manea, Lev Kopelev, Igor Pomarantsev, Tomas Venclova. 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 218b / CLCV 207b, The Roman Empire  Noel Lenski
The history of the Roman Empire from its establishment by Augustus to the reign of Justinian. Attention to social, intellectual, and religious changes, as well as to the framework of historical events within which these changes took place, and to the processes by which the Roman Empire was replaced by the institutions of the Western Middle Ages and the Byzantine Empire. HU

HIST 219a / ER&M 219a / JDST 149a / MMES 149a, 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. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU
* HIST 220Jb / HUMS 277b, Grand Strategy and the Origins of the Second World War  Paul Kennedy
A survey of the most important literature and debates concerning the coming of the Second World War in both Europe and the Pacific. Emphasis on the comparative approach to international history and on the interplay of domestic politics, economics, and strategy. Counts toward only European distributional credit within the History major.  WR, HU RJ

HIST 221b / GLBL 281b, Military History of the West since 1500  Paul Kennedy
A study of the military history of the West since 1500, with emphasis on the relationship between armies and navies on the one hand, and technology, economics, geography, and the rise of the modern nation-state on the other. The coming of airpower in its varied manifestations. Also meets requirements for the Air Force and Naval ROTC programs.  HU

* HIST 225Ja / HUMS 323a, Truth and Sedition  William Klein
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 the natural world and the arts from Leonardo to Newton. Topics include Renaissance anatomy and astronomy, alchemy, and natural history.  HU

HIST 226Ja, Jews and Christians in the Formation of Europe, 500-1500  Ivan Marcus
This seminar studies topics related to the interactions between medieval Jewish communities and Christian leaders and social groups. Political, social, economic, religious, and material features of medieval Jewish-Christian encounters are discussed.  WR, HU

* HIST 226Ja / HUMS 443b / JDST 270b / MMES 342b / RLST 201b, Medieval Jews, Christians, and Muslims In Conversation  Ivan Marcus
How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies.  WR, HU

HIST 226b / HSHM 226b, The Scientific Revolution  Ivano Dal Prete
The changing relationship between the natural world and the arts from Leonardo to Newton. Topics include Renaissance anatomy and astronomy, alchemy, and natural history.  HU

* HIST 225Ja, Perfect Worlds? Utopia and Dystopia in Western Cultures  Maria Jordan
This course explores the history of utopia and the ways in which societies at different times defined and conceived alternative or ideal worlds. It explores the relationship between real historical conditions and the models of utopia that were elaborated. By examining classic texts like Plato and Thomas More, as well as fictional accounts, students discuss the relationship between utopias and dystopias. The course also discusses how the crises of the last century, with WWII, the fall of the Soviet Union, and the difficulties of global capitalism provoked what some people now consider to be a crisis of utopian thought or, a moment of a redefinition of utopias as more pragmatic, inclusive, and egalitarian of societies.  WR, HU

* HIST 220Ja / HUMS 323a, Truth and Sedition  William Klein
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 221b / BSEE 390b / RUSS 243b, Russian Culture: The Modern Age  Sergei Antonov
An interdisciplinary exploration of Russian cultural history, focusing on literature, art, religion, social and political thought, and film. Conceptions of Russian nationhood; the myths of St. Petersburg; dissent and persecution; the role of social and cultural elites; the intelligentsia; attitudes toward the common people; conflicting appeals of rationality, spirituality, and idealism; the politicization of personal life; the impact of the Bolshevik Revolution and its aftermath. Readings and discussion in English.  HU

* HIST 230Jb / ITAL 322b / LITR 212b, USA: Travelers, Immigrants, Exiles from Italy (1920-2001)  Giuseppe Mazzotta
The course focuses on the experiences of Italian travelers to North America. Its goal is to promote a critical historical consciousness of the social, political, and cultural reality of the Italian presence in the United States from the end of the First World War to the beginning of the twenty-first century. Students engage with a variety of media: from letters and diaries to memoirs and unpublished documents, from
novels and poems to music and films. Through close readings and literary analyses, this class considers the historical and cultural context of each source, eliciting reflections in at least three key areas: national identity, transcultural encounters, and the relevance of the arts for travelers, migrants and exiles.  

* HIST 239Ja, Plague in Early Modern Europe
This course studies the appearance and regular reappearance of plague from the fourteenth to the eighteenth century in Europe. Beyond a basic understanding of the debates over plague’s epidemiology and transmission, we develop a multidisciplinary interpretation of the religious, medical, political, and cultural responses to and effects of the plague using a variety of different primary sources. Our concerns are two-fold: to understand daily life in times of plague; and to study plague as an agent of change and its contributions to the making of the modern world.  

* HIST 240Ja / RSEE 241a, Government, Law, and Society in Modern Russia, 1853–1953  
Sergei Antonov
Russian political culture from the Crimean War to the death of Stalin. Special attention to continuities, as well as changes, across the revolutionary divide of 1917, and to comparing official policies with daily experiences of ordinary Russians. Changing ideologies and ruling styles of tsars and early Soviet leaders (esp. Lenin, Trotsky, and Stalin) and relations with aristocratic and bureaucratic elites; political dissent and protest, including popular and state-imposed violence; the problem of legality and the rule of law. All discussions and readings in English.  

* HIST 241Ja, Developing the First Modern Global Corporation: The Jesuits in Europe’s Empires, 1540–1750  
Thomas Santa Maria
This course tracks the making of the world’s first truly global enterprise: Christian missions as a process of cultural encounter. Throughout the course we emphasize the religious motivations of zealous missionaries with careful attention to the experiences of those they sought to convert. Topics discussed include: the foundations of the global world, colonialism, empire, race, religious plurality, gender, travel, international finance, conflict, and more.  

* 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.  

HIST 243a, State and Society in Early Modern France, 1555–1715
This lecture course surveys the social, economic, political, and culture transformations of France in the sixteenth and seventeenth centuries, from the Renaissance Monarchy of Francis I through the Absolutist state of Louis XIV, considering especially the problems of legitimacy and resistance to state formation in France.  

* HIST 243Ja, The Jewish Metropolis: Warsaw before the Holocaust  
Karolina Kolpak
Between the two world wars, Poland was the home of the largest Jewish community in Europe. Its capital city, Warsaw, was one of the biggest and most important hubs of Jewish life—the largest Jewish metropolis in Poland and all of Europe, second largest in the world (after New York City). This course explores this complex story, placing Warsaw, its citizens, ideas and institutions at the center. It begins with the end of the First World War and the establishment of the state of Poland and ends with the Warsaw Ghetto Uprising in 1943 when the Jewish metropolis ceased to exist. It treats Polish Jews as agents not only within their own very diverse community but also outside it, as active citizens of a minority within a multiethnic state. At the same time, it strives to illustrate the various attitudes of the Poles towards the Jews and their proposed solutions to the “Jewish Question” in the Second Polish Republic. The questions of the challenges and possibilities of building a democracy in a multiethnic state; of respect for minority rights and their active protection by the state (or lack thereof); of the rise of radical right-wing ideologies (when, how, why) and the tension between them and modernism; of the significance of human relationships and cooperation across ethnic, religious, etc. lines, are asked throughout this course.  

HIST 244a / HSHM 321a, Cultures of Western Medicine  
John Warner
A survey of Western medicine and its global encounters, encompassing medical theory, practice, institutions, and healers from antiquity to the present. Changing concepts of health, disease, and the body in Europe and America explored in their social, cultural, economic, scientific, technological, and ethical contexts.  

* 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.  

* HIST 253Jb / LAST 253b, Dissidence and Control in Early Modern Spain and its Empire  
Maria Jordan
Aspects of Spanish culture and society in the Golden Age (c. 1550–1650) that demonstrate discontent, disidence, and suggestions for reform. Emphasis on the intersection of historical and literary sources and the dynamic between popular and elite cultures.  

HIST 254a / GMAN 208a, Germany from Unification to Refugee Crisis  
Jennifer Allen
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.
* HIST 260Ja / HSHM 468a, Sex, Life, and Generation  Ivan 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 260Ja, 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 339a / 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 275a, Revolutionary France, 1789–1871  John Merriman
Dimensions of political, social, and economic change in France during its most turbulent period. The causes and impact of the revolutions of 1789, 1830, 1848, and 1871; demographic change and large-scale industrialization; shifting political elites, republican and socialist alternatives to monarchy, and urbanization.  HU

HIST 276b, France since 1871  John Merriman
The emergence of modern France since the Paris Commune of 1871 and the beginnings of the Third Republic. The social, economic, political, and cultural transformation of France; the impact of France’s revolutionary heritage, of industrialization, and of the dislocation wrought by two world wars and decolonialization; and the political response of the Left and the Right to changing French society, including the impact of immigration and the emergence and challenges of the European Union.  HU

* HIST 277Jb, Memory and History in Modern Europe  Jennifer Allen
An interdisciplinary study of memory as both a tool and an agent of modern European history. Collective memory; the media of memory; the organization and punctuation of time through commemorative practices. Specific themes vary but may include memory of the French Revolution, the rise of nationalism, World Wars I and II, the Holocaust, decolonization, the revolution of 1968, the fall of the Berlin Wall, and the end of the Cold War.  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 289Ja / HSR 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.  HU

HIST 290a / RSEE 255a, Russia from the Ninth Century to 1801  Paul Bushkovitch
The mainstream of Russian history from the Kievan state to 1801. Political, social, and economic institutions and the transition from Eastern Orthodoxy to the Enlightenment.  HU

* HIST 292Jb / HIST 286J / HUMS 279b / PLSC 286b, Democracy and the French Revolution  Isaac Nakhimovsky
The French Revolution of 1789 and its legacies, as viewed through the late-eighteenth-century debates about democracy, equality, representative government, and historical change that shaped an enduring agenda for historical and political thought in Europe and around the world.  WR, 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 300b / CLCV 204b, Alexander the Great and the Hellenistic World  Joseph Manning
The history and culture of the ancient world between the rise of Macedonian imperialism in the fourth century B.C.E. and the annexation of Egypt by Augustus in 30 B.C.E. Particular attention to Alexander, one of the most important figures in world history, and to the definition of “Hellenism.”  HU

HIST 303a, Japan’s Modern Revolution  Daniel Botsman
A survey of Japan’s transformation over the course of the nineteenth century from an isolated, traditional society on the edge of northeast Asia to a modern imperial power. Aspects of political, social, and cultural history.  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 304Jb, Japanese Historical Documents Daniel Botsman

Few pre-industrial societies anywhere in the world have bequeathed us a body of historical documents as varied and plentiful as those Tokugawa Japan (1600-1867). This class offers students who already have a solid command of modern Japanese an introduction to these remarkable sources, focusing particularly on what they can teach us about life in the great cities of Edo (now Tokyo), Osaka, and Kyoto—three of the largest urban centers anywhere in the pre-industrial world. Prerequisite: JAPN 140 or equivalent.

* HIST 309Jb / 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 219a / NELC 311a, Egypt of the Pharaohs Joseph Manning

Egypt was among the first centralized territorial states in the world, and, because Egyptian history offers us 4000 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 314Jb / SAST 226b, The Environmental History of South and Southeast Asia Sunil Amrith

This is a research and writing seminar on the environmental history of South and Southeast Asia. We examine a range of approaches to studying the major environmental transformations in a region that is home to a significant part of the world’s population. Students write a substantial primary source-based research paper by the end of the course. 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 323Ja / AMST 317a / ER&M 353a, Race, Radicalism, and Migration in Latinx History Stephen Pitti

Histories of Mexican American, Puerto Rican, Central American, Dominican, and Cuban American communities in the United States, with a focus on transnational and labor politics, cultural expression, print culture, and social movements. Readings and films locate Latinx experiences alongside African American and Asian American histories, and within broader patterns of U.S. and Latin American history. HU

* HIST 334Jb / ER&M 364b / LAST 334b, Ethnicity, Nationalism, and the Politics of Knowledge in Latin America Marcela Echeverri Munoz

Examination of ethnicity and nationalism in Latin America through the political lens of social knowledge. Comparative analysis of the evolution of symbolic, economic, and political perspectives on indigenous peoples, peasants, and people of African descent from the nineteenth century to the present. Consideration of the links between making ethnic categories in the social sciences and in literature and the rise of political mechanisms of participation and representation that have characterized the emergence of cultural politics. WR, HU RP

HIST 335b / AFST 335b / ER&M 335b, A History of South Africa Daniel Magaziner

An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique. HU

HIST 337b / SAST 330b, The Indian Ocean World Sunil Amrith

This lecture course provides a survey of the Indian Ocean’s history, from medieval to contemporary times. By foregrounding oceanic connections, the class links the histories of South Asia, Southeast Asia, the Middle East, and East Africa. Long before the Atlantic, the Indian Ocean was “global” – it was a crossroads of trade and commerce, following the monsoon winds. We study the centuries-long movement of material culture, of cultural and religious ideas across the ocean’s arc of port cities. We examine how the Indian Ocean became a crucible of competition between empires, as Europeans hungered for its spices and fabled riches, and eventually established dominion. We examine the vast migration of people across the Indian Ocean that followed—indentured, indebted, and free migrants whose labor shaped the modern world. The legacies of that movement that can be seen to this day, in the multicultural but divided societies around the ocean’s rim. In the first half of the twentieth century, the Indian Ocean became a hotbed of political activism; anticolonial movements learned from each other and diasporas became a conduit for new political ideas about nation, race, and equality. Today the Indian Ocean is at the forefront of strategic competition between India and China; perhaps even more significantly, it stands at the front line of climate change and its growing impact. In the last part of the course, we seek to understand how both of these features of the contemporary Indian Ocean world are shaped by a deeper history. Throughout the course, we emphasize how the Indian
Ocean world provides a distinctive vantage point from which to understand key processes in global history—slavery and unfree labor, the rise and fall of empires, the formation of diasporas, and massive environmental transformation. **HU**

**HIST 338a / ER&M 228a, Pirates, Rebels, and Revolutionaries: Caribbean History from 1400–Present**  
Anne Eller  
This course examines the entangled, interconnected, and global histories of the greater Caribbean, from moments before European contact through the present day. Topics include the indigenous societies, European colonialism, plantation slavery and emancipation, anti-colonial struggles, revolution, and dictatorships. **WR, HU**

**HIST 342a / RLST 180a / SAST 280a, Mughal India, 1500–1800**  
Supriya Gandhi  
Exploration of religion and the state in Mughal India, focusing on the period between 1500–1800. Topics include sacred sovereignty, orthodoxy, Sufism, vernacular literary and religious cultures, and the early colonial encounter. **HU**

* HIST 344a, African Independence: A Cup of Plenty or a Poisoned Chalice?  
Benedicto 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 345b / JDST 265b / MMES 148b / RLST 202b, Jews in Muslim Lands from the Seventh to the Sixteenth Centuries**  
Ivan Marcus  
Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire. **HU**

* HIST 345jb / ER&M 350b, Gender and the State in Latin America and the Caribbean  
Anne Eller  
This seminar offers an introduction to historical constructions of gender identity and gendered politics 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 346a / MMES 144a, Making of Modern Iran**  
Abbas Amanat  
This course examines political, social and cultural history of Iran from the turn of the 19th century to the present with greater emphasis on the latter part of the 20th century aiming to explain how secular Iran became an Islamic Republic and why is it matter in today's world. Beginning with an overview, it covers encounter with European empires (Russia and Britain), Shi'ism and clerical establishment, reform trends and search for democracy, discovery of oil and Iran in the Cold War and troubled relations with the United States, in the Persian Gulf and clash with Arab nationalism; the Islamic Revolution of 1979 and its global impact, repression and human rights, women, gender and minorities under the Islamic Republic; the 2009 Green Movement, the "Nuclear Deal" and Iran as a regional and global power. **HU**

**HIST 350b / AKKD 350b, Culture and Politics in Lusophone Africa, 1885-1992**  
Benedicto Machava  
The peculiar nature of Portugal as a colonial power produced a very distinct history in the five Portuguese-speaking African countries, namely Angola, Guiné-Bissau (Guinea-Bissau), Moçambique (Mozambique), and the Atlantic islands of Cabo-Verde (Cape Verde) and São Tomé e Príncipe. Lusophone Africa is a loose term that refers to the world created by Portugal's colonialism in Africa. This course explores this distinct history through the lens of culture and politics. Focusing on the long twentieth-century, we consider Lusophone Africa as a study unit, dissecting its disparate societies, cultures, and political trajectories, while remaining anchored in the general context of Africa. Military conquest, colonial rule, race/lusotropicalism, nationalism, and liberation struggle are some of the core themes of the course. We begin with a brief assessment of Portugal's efforts to retain its colonial enclaves in the face of the departing colonial powers. Our readings include scholarly essays (old and recent), primary sources, literary works (novels, poetry and short stories), photographs, music and films. We become acquainted with Portuguese-speaking African voices, faces, and places. Luís Bernardo Honwana's collection of short stories in *We Killed Mangy Dog and Other Stories* (1964) and Zezé Gamboa's film *The Great Kilappy* (2012) carry us through the important theme of race and race relations. While cautious in situating the discussion of race in its historical context, these and other materials challenge us to think about race relations and emancipation in our time. **HU**
HIST 353a or b, 20th Century Japan: Empire & Aftermath  Staff
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 361a / LAST 361a, History of Brazil  Stuart Schwartz
Brazilian history from European contact to the reestablishment of civilian government in the 1990s. Focus on the multiethnic nature of Brazilian society, the formation of social and political patterns, and the relationship of people to the environment.  HU

* HIST 363Ja / ER&M 433a / SAST 334a, Mobile South Asians and the Global Legal Order  Rohit De
South Asians make up the largest population of overseas migrants in the world, close to 33 million in 2017 and a diaspora that is almost double that number. This course looks at the unprecedented mobility of South Asians from the mid-19th century until now as merchants, indentured labor, students, pilgrims, professionals, domestic workers, political exiles, refugees, and economic migrants, through the lens of state attempts to control movement and individual resistance, subversion, and adaptation to such controls. Focusing on the legal consciousness of South Asian migrants and the emergence of South Asian nations as political players on the global stage, this class traces how South Asian mobility led to the forging of a new global order, over migration, multiculturalism, Islamic law, civil liberties, labor law, and international law.  WR, HU

* HIST 366Ja / AFST 368a / EVST 369a, Commodities of Colonialism in Africa  Robert Harms
This course examines historical case studies of several significant global commodities produced in Africa to explore interactions between world market forces and African resources and societies. Through the lens of four specific commodities—ivory, rubber, cotton, and diamonds—this course evaluates diverse industries and their historical trajectories in sub-Saharan Africa within a global context from c.1870-1990s. Students become acquainted with the historical method by developing their own research paper on a commodity using both primary and secondary sources.  WR, HU

* HIST 369Ja, Media, Technology, and the Production of Power in Modern Africa  Matthew Keaney
Technology facilitated European colonization of Africa while simultaneously providing a rationale for their violent domination of African people. Technology signaled civilization and characterized modernity. For Europeans it was proof of their superiority and the “progress” they had achieved and felt obligated to force on the rest of the world. For Africans, European technologies were more ambiguous. Some certainly saw technological mastery as evidence of European superiority, but far more saw potential in these new tools and new ways of doing things. Many Africans considered this potential by incorporating these technologies into existing repertoires in innovative ways to shape new social, political, and cultural worlds for themselves. In this course we explore how media and information technologies have been used in Africa from 1880 through the present. We examine the tension between media and information technology as both tools of control and instruments of liberation. We do this by addressing how Africans have used media as conduits for cultural expression, social interaction, and personal entertainment. Sophomore Seminar: Registration preference given to sophomores. Not normally open to first-year students.  WR, HU

* HIST 371Jb, The Inquisitions of Early Modern Spain, Portugal, and Latin America  Stuart Schwartz
Inquisitions in Spain, Portugal, and their American colonies from the fifteenth to the nineteenth centuries. Attempts to impose orthodoxy through persecution of religious minorities, heresies, and sexual deviance, and through constraints on intellectual inquiry. The ability of state and church to establish control, and the resistance of individuals and groups to that control. Methodological problems inherent in the use of judicial sources, primary documents, and modern studies for historical analysis.  WR, HU

* HIST 374Ja / AFST 486a / HSHM 486a, 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.  HU
HIST 380a / MMES 379a, The Making of the Modern Middle East, 1800-1980  Kevin Gledhill
This course surveys the history of the modern Middle East from the start of the 19th century through the 1979 Islamic Revolution in Iran. Importantly, the course problematizes the idea of ‘modernity’ in our historical understanding of the region. Using as a general framework the transition from empire to nation-state, it explores several key themes including discourses and practices of colonialism across the region, the creation of ethno-national, sectarian, and religious identities, social and political upheavals wrought by revolutions, rebellions, and new state formations, the changing nature of economies and labor, the rise of authoritarian leadership, the ideological spread of Arab socialism, anti-colonialism, pan-Islamism, and other political and social byproducts and consequences of the creation of ‘modern’ states. Each week we cover the ways these themes impacted the wider Middle East and North Africa. The readings and lectures encourage students to critically examine the historical explanations, definitions, and arguments regarding the impact or the non-impact of modernity as the driving force for transformations and stagnations in society, culture, politics, and state-formation across the Middle East and North Africa. Class materials include a range of primary source materials and documents in English and in translation, secondary sources, and podcasts.  HU

* HIST 382Ja, Vietnamese History from Earliest Times to 1920  Ben Kiernan
Evolution of a Vietnamese national identity, from Chinese colonization to medieval statehood, to French conquest and capitalist development. The roles of Confucianism, Buddhism, gender, and ethnicity in the Southeast Asian context.  WR, HU

* HIST 384Ja, The Theory and Practice of the struggle in South Africa  Daniel Magaziner
Over the course of the 20th century, the white minority government of South Africa maintained power through segregation and apartheid. This course considers the theory and practice of resistance to white supremacy in South Africa, from early 20th century moderate calls for reform, to religious revivalism, trade unionism, Marxist-Leninism, Black Consciousness and non-racial social democracy. Based on careful study of primary sources, students develop familiarity with the intricacies of South African history as well as a deeper understanding about what it has meant to build and sustain movements for social change.  WR, HU

* HIST 393Jb / ER&M 293b / LAST 293b, History and Culture of Cuba  Albert Laguna
Investigation of the history and culture of Cuba from the colonial period to the present. Cultural production in the form of film, literature, and music discussed in relation to aesthetics and historical context. The course also engages with the history and culture of Cuban communities in the United States.  HU

* HIST 396Jb / AFST 396b, Revolutions and Socialist Experiments in Africa  Benedito Machava
This seminar explores the contours of Africa’s embrace and engagement with the most influential ideology of the twentieth-century. Why, and through which channels, were Africans attracted to socialism? Did particular forms of colonialism and decolonization push African political actors towards revolution and socialist experiments? Is it legitimate, as some scholars have suggested, to speak of genuinely African socialism? If so, what was the nature of these socialisms and how did they differ from the versions of socialism around the world? What political, social, economic, and cultural ends did socialism serve in Africa? And what were the consequences and legacies of African socialist experiments? The seminar addresses these questions. Our goal is to place Africa in the mainstream of conversations about socialism. We begin with the assumption that, like any doctrine, socialism was the object of multiple interpretations, modification, and appropriation from its inception. In so doing, we challenge orthodox understandings of socialism, which hold the European versions as the pure models and the rest as diluted if not populist façades of the ‘true’ doctrine. We begin with theoretical readings that help us situate the major debates about socialism in general and socialism in Africa. We then proceed to examine the overall historical context in which African nationalists adopted socialism. We differentiate the first branch of “African Socialism” from the second wave of “Afro-Marxism.” We also pay close attention to issues of decolonization and political imagination; ideas and experiments of development; gender, morality, and social engineering.  WR, HU

* HIST 408Ja, Global Water in the Modern Era: Capitalism, State Power, and Environmental Crisis  Staff
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.  WR, HU

* HIST 415Ja / AMST 318a, The Problem of Global Poverty  Joanne Meyerowitz
Study of the programs and policies that aimed to end global poverty from 1960 to the present, from modernization to microcredit to universal basic income. Topics include the green revolution, population control, the “women in development” movement, and the New International Economic Order. Extensive work with primary sources. May count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies.  WR, HU

HIST 416b / EPS 211b / EVST 211b / HSHM 211b, Global Catastrophe since 1750  Bill Rankin
A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence.  HU

HIST 417a / AFST 220a / HSHM 220a, Histories of Confinement: From Atlantic Slavery to Social Distancing  Nana Osei Quarshie
This course looks closely at the history of asylums, hospitals, prisons, and schools. It seeks to understand their workings and the interplay between bureaucratic forms, spatial and material organization, and modes of discipline, control, and remediation. It asks, how is institutional power organized, displayed, deployed, and disputed, and what are the limits and contradictions inherent in these efforts?
Our readings draw from a range of contexts and disciplines to consider the relationship between the built environment and institutional life. HU

* HIST 423Ja / EDST 312a / HUMS 221a / PLSC 310a, Idolizing Education  Mordechai Levy-Eichel
This course is an iconoclastic introduction to the study of education. Besides examining the purposes and practice of education and learning across a wide variety of times and places, the course examines the study of education today in order to see what can be gained from a skeptical approach to the subject. Particular emphasis is placed on the origins and development of the research university. SO

* HIST 433Jb, World Population History  Fabian Drixler
The history of fertility, mortality, and population growth, with an emphasis on how understandings of the demographic past inform present-day policy and expectations of the future. The scope is global, with special attention to East Asia and Europe in the early modern period. Topics include the sources and methods of historical demography; paleodemography; premodern population control; the European fertility decline; the 20th-century population explosion; the emergence of very low fertility; and debates about population policies. HU, SO

* HIST 453Jb / GMAN 373b / 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 459Jb / EVST 228b / HUMS 228b / LITR 345b, 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 natural 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. WR, HU

* HIST 467Ja / HSHM 422a, 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 469Jb / HSHM 422b, 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 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 482Jb / GLBL 342b / PLSC 321b, Studies in Grand Strategy  Beverly Gage
The study of grand strategy, of how individuals and groups can accomplish large ends with limited means. The spring term focuses on key moments in history that illustrate strategic thinking in action. During the summer, students undertake research projects or internships analyzing strategic problems or aspects of strategy. The following fall, students put their ideas into action 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. Previous study courses in political science, history, global affairs, or subjects with broad interdisciplinary relevance encouraged. HU, SO

* HIST 483Ja / GLBL 344b / 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 494a or b, Individual Writing Tutorial  Staff
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.
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  
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 497; instead, they register for HIST 495 and HIST 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.