

HIS 101
EUROPEAN HISTORY:
FROM ANTIQUITY TO REVOLUTION

Professor Eric Miller

Satisfies: GLO, SBS [DEC: F]

MW 10:30am-11:20
[With Recitations]

In this course we shall explore the politics, society, art, and culture of “the West” from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians’ interpretations of it: weekly mandatory recitations (discussion sections) will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, several short papers, participation in recitations, a midterm exam, and a cumulative final exam.

AMERICAN HISTORY To 1877
HIS 103

Professor Jennifer Anderson
Satisfies: SBS, USA [DEC: F]

MW 10:30-11:25
[with Recitation Sections]

This course examines key themes in American history from the pre-contact and colonial eras to the founding and expansion of the United States through the Civil War and its aftermath. We'll explore a wide range of subjects including: cross-cultural encounters and conflicts among Native Americans, Africans, and Europeans; settler-colonialism and the dispossession of Native peoples; the rise of capitalism, industrialization, and changing labor systems (including slavery, indentured servitude, and wage-based); major cultural, religious, and social reform movements; competing political ideologies, including the roots of revolution, democratization, and sectionalism; and, changing historical constructions of race, ethnicity, class, and gender. We will also consider why historians continue to offer new interpretations of American history—by questioning the assumptions, biases, and silences in traditional narratives, revisiting old sources and gathering new evidence, and bringing more diverse perspectives into view. Readings include an interesting mix of works by historians and primary sources written by people in the past. Sections are designed to complement, reinforce, and build on materials covered in lectures and assigned readings. Grading will be based upon attendance at lectures and sections, class participation (including section activities, discussions, and in-class writing exercises designed to assess comprehension of assigned readings), midterm, and final exam.

HIS 213
Colonial Latin America

Satisfies: GLO, SBS [DEC: J]

Tu/Th, 11:30-12:50

Professor Andrew Ehrinpreis

This course is an introduction to the colonial history of Spanish America and the Caribbean. It approaches the colonial era of Latin America and the Caribbean as a unique historical turning point in human history. For the first time in world history, the destinies of three continents (Europe, Africa, and America) became inextricably linked. At the same time, the expansion of Europe into the New World in the 16th century also signaled the end of a millennial history of native civilizations, as the Aztec, Mayan, and Inca civilizations seemed almost to collapse under the weight of Spanish militarism, colonial bureaucracy, and the Christian crusades. The course covers the history of pre-European contact through the end of the colonial era, leading up to the Wars for Independence.

HIS/POL 216
U.S.-Latin American Relations

Satisfies: GLO, SBS [DEC: J]

M/W, 4:25-5:45

Professor Eric Zolov

The political commentator and *New York Times* columnist James Reston once wrote, "The U.S. will do anything for Latin America, except read about it." Using a wide array of sources, this course examines the historical relationship between the United States and Latin America since the early nineteenth century, taking into consideration the various and shifting strategic, diplomatic, economic, and cultural forces that account for that relationship. Thematically, the course is centered around the contested discourse of "Pan-Americanism." We unpack this discourse by examining multiple perspectives and incorporating a range of actors, institutions, and ideological forces both in Latin America and the United States. How, when, and why has U.S. strategy toward Latin America evolved over time? When and why has the United States sided with progressive forces seeking change, or with reactionary ones looking to uphold the status quo? What was the significance of the Cold War on U.S.-Latin American relations? While organized chronologically, this course will also develop an understanding of broader themes such as "hegemony," "dependency," "nationalism," and "cultural imperialism." There is a required textbook and edited collection of primary documents.

HIS 220
Premodern Japan

Satisfies: GLO, SBS [Deck: J]
Tu/Thu, 11:30am-12:50pm

Professor Janis Mimura

An introductory survey of Japan from antiquity until 1868. The course focuses on the complex processes of political, economic, social, and cultural change in Japan's transformation from emperor-centered aristocratic rule to warrior government. Topics include the role of the emperor, samurai culture, the relationship between religion and politics, and Japan's interaction with the outside world.

HIS/JDS 225
Jewish History: From Antiquity to the Early Middle Ages

Satisfies: GLO, SBS [DEC: J]

MW, 4:25pm-5:45pm

Professor Eric Miller

The Jews of late antiquity provide an excellent case study of a community seeking to preserve its existence and its distinctive ways of life in times of rapid and bewildering change. This course will deal with the life and history of the Jewish people, and the development of the Jewish religion, from Antiquity to just before the rise of Islam. We shall begin with the biblical heritage of ancient Israel and follow the continuing evolution of that heritage with special focus on the Babylonian exile, Persian rule, and the place of the Jews in the turbulent world of the Greeks and the Romans. The course will end with the “triumph” of Christianity on the "outside" of Jewish life and the consolidation of rabbinic leadership on the "inside." We will also spend considerable time in detailed study of important primary documents. Classes are based on lectures with discussion of readings, a mid-term, final exam, and two research papers.

His 230
Britain and Empire since 1688: Between Revolutions

Tues/Thur, 9:45am-11:05

Satisfies: GLO, SBS [DEC: I]

Professor Kathleen Wilson

This course will explore the rise and fall of Britain and its empire as the world's preeminent political, industrial, intellectual and imperial power. Between the Glorious Revolution and the Industrial Revolution, the composite nation of Britain established a formidable overseas domain that took had bases on five continents and established itself as the model government of the Enlightenment, fueling global economic expansion, urbanization and industrialism that was exported across the globe. The twentieth century saw the zenith and decline of British power in the world and at home, as world wars, capitalist crisis and decolonization forced Britons to take up a different kind of revolution—a "socialist" revolution—that sought to give its citizens economic and social security "from the cradle to the grave," only to repudiate it in the second half of the century. These narratives of changing configurations of empire, class, race, gender and politics are the subject of our course, and will be explored through imaginative and historical literature and film.

Required Textbook: Susan Kingsley Kent, *A New History of Britain since 1688: Four Nations and an Empire* (Oxford, 2017). Other required readings will include primary documents both literary and political that will be posted on Brightspace. A mid-term, final and 5-6 page paper are required assignments, in addition to the reading and course attendance.

HIS 235
The Heirs of Rome: The Early Medieval World, 300-1000

MWF (9:15am-10:10)
Satisfies: GLO [DEC: I]

Professor Mohamad Ballan

This course introduces the political, social, cultural and intellectual history of early medieval Europe and the Mediterranean world. Tracing the legacy of Rome through its three successors (Byzantium, the Latin West and Islam), this class will familiarize you with the major processes, institutions, ideas and communities that shaped Europe and the Mediterranean during the Early Middle Ages. We will closely examine an array of primary documents and material sources in order to problematize the notion of “the Dark Ages,” while exploring the various ways in which the period known as the Early Middle Ages was equally an era of crisis, transition and transformation. The course will make extensive use of primary sources from all three cultures (Germanic, Byzantine, Islamic), both as evidence of post-Roman civilizations and in order to refine skills of historical interpretation and analysis of evidence.

HIS 237
Science, Technology, and Medicine in Western Civilization I

MWF, 11:45am-12:40pm

Satisfies: STAS

Professor Alix Cooper

This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science, technology, and medicine to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise during the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Galileo, Harvey, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge about science, technology, and medicine to a broader public during the Enlightenment period of the eighteenth century. This course will require regular reading and in-class exercises, two midterms, and a final exam.

Nazi Genocide and the Holocaust
HIS/JDS 241

Satisfies: GLO [DEC: I]

Tu/Th, 3:00-4:20

Professor Young-Sun Hong

How was it possible for mass genocide to occur in the midst of one of the most cultured societies of Europe in the twentieth century? This course will examine the centuries-long social, cultural and religious context that fed into the 20th-century environment in which the Holocaust became possible, as well as the contemporary political events, and the gradually unfolding actions by the Nazi government in Germany and territories under their influence from 1933-1945, which ultimately culminated in the Holocaust. We will also examine the Jewish experience under the Nazis in the 1930's, as well as the life in the ghettos and concentration camps from the perspective of both the victims and the persecutors. Additionally, we will analyze major issues and questions that arise in the wake of the Holocaust. The course will be conducted through a series of lectures and class discussions.

MODERN EUROPE, 1914-1945
HIS 249

Professor Lawrence Frohman
Satisfies: GLO

Online Synchronous (MWF, 2:40-3:35)

The years between the outbreak of World War I and the end of World War II were a period of unprecedented ideological polarization, economic crisis, political revolution, ethnic violence, and expanding state power. The significance of the changes wrought during these years rivals that of the French and Industrial Revolutions in determining the shape of modern European society. The class will begin in the 1890s by examining the forces that were undermining both the bourgeois social order and the liberal political system. However, it was World War I that marked the definitive end of the 19th century. The Bolshevik Revolution, the collapse of the four old European empires, the expanding appeal of radical, conservative nationalism, the intensification of ethnic strife, and the willingness to use the greatly expanded power of the state to solve the problems of nation-making gave rise to a virtual civil war, which in every country pitted communism and radical right nationalism against both each other and the steadily shrinking bourgeois middle. However, the only way for states to solve these conflicts, transform their societies into more modern, powerful polities, and revise the Versailles settlement was to make war against both their own populations and the European order itself. This violence reached its zenith with Stalin's purges, the Nazi plan for the racial restructuring of European society, and the bitter civil wars that were fought in every European country as an integral part of the great wartime struggle against Nazi Germany.

HIS 265
Civil War and Reconstruction

Professor April Masten

Satisfies SBC: USA, DIV [DEC: K&4]

Lectures:

Mon. and Wed. 9:15-10:10am

(With Recitations)

The Civil War (1861-1865) was a “Second Revolution” that reshaped the structure of society and race relations in the United States. This course focuses on the causes, progress, and outcome of America’s Civil War. It investigates the origins of the sectional conflict; the events, meanings, participants, and consequences of the war on the battlefield and home-front; the achievements and failures of Reconstruction; and the war’s legacy. Classes consist of two lectures and one recitation per week. A ten-minute written quiz will be given at the beginning of each recitation (to encourage students to keep up with the readings) followed by a discussion or an activity based on the week’s readings. Students will also write a final exam essay on an assigned topic based on the course lectures and readings.

HIS 274
United States Since 1945

Satisfies: SBS+, USA

M/W, 6:05pm-7:35pm

Professor Robert Chase

In the half century that followed the Second World War, the U.S. underwent monumental changes that profoundly reshaped the world we live in today. This course will examine how and why the United States started the mid- twentieth century as an isolationist nation and ended the century mark as the world's sole "super power." It will also examine the changing nature of race, class, gender, and sexuality in a tumultuous period of social, political, and cultural change. The course considers such topics as: the use of atomic weapons; Cold War politics and culture; consumerism and the American economy; national security; liberalism and conservatism; the struggle for civil rights and Black Freedom; movements for ethnic identity and empowerment, particularly the Chicana/o movement; cultural struggles; political struggles between the Left and the Right; the Vietnam war; the student and anti-war movement; women, gender, sexuality and the "sexual revolution"; the "Culture Wars" of a renewed Conservative movement of the 1970s-1990s; and the post-Cold War world. The course will feature of blend of lectures and some discussion, two exams, and two critical analysis papers.

THE GLOBAL HISTORY OF HUMAN HEALTH
HIS 286

Professor Paul Kelton
Satisfies: GLO, SBS [DEC: F]

MWF 10:30-11:25

Surveys how the health of the globe's diverse human populations has varied from prehistory to the present. Focuses on the ways in which changes in diet, residency patterns, global interconnections, and environment have led to health transitions. These transitions and events include, but are not limited to, the transition to agriculture, urbanization, imperial expansion, colonialism, industrialization, world wars, factory farming, and the transportation revolution. The development of medicine, public policies, and global health organizations will be a central theme as will be the development of global health disparities.

HIS 300
Global Fascism

Satisfies: SBS+ [DEC: F]

Tu/Th, 1:15-2:25pm

Professor Janis Mimura

Since its emergence *fascism* remains an elusive concept, difficult to define, yet seemingly identifiable. Although traditionally associated with the national models of Fascist Italy and Nazi Germany and European right-wing movements, fascism appeared in various parts of the world, such as in Japan, China, and in anti-colonial movements. This course aims to sharpen our thinking about fascism by examining its key concepts and techniques that traverse national borders and temporal frames. In addition to reading historical studies on fascism, we will draw upon a variety of primary sources including party programs, political tracts, literature, film, and photography to capture the emotional and aesthetic dimensions of fascism. The course will be structured around examining different aspects of fascism in the past and considering their relevance to the present.

HIS 301.02
The Damned and the Beautiful:
Race and Gender in 20th Century American Culture

Satisfies: ESI

Tu/Thu, 1:15-2:35

Professor Shirley Lim

This methods course focuses on how race and gender have been central to the making of modern American culture. We will examine facets such as films, artistic communities, print culture, and beauty culture. For example, we will explore 1920s American expatriate communities in Paris, France comprised of artists such as Josephine Baker and Ernest Hemingway. We will peruse Japanese American newspapers produced during internment incarceration. We will examine how, in early Hollywood, women such as Frances Marion were the highest paid screenwriters. Students will be expected to carefully evaluate primary and secondary historical sources and to write and revise several short papers.

HIS 301.01
WOMEN IN NINETEENTH-CENTURY AMERICA

Professor April Masten
Satisfies: ESI

Mon. and Wed. 2:40-4:00PM

Designed for history majors, HIS 301.01 guides students through the process of composing a well-written historical essay that communicates an idea in clear and correct diction, and that demonstrates a thoughtful engagement with primary and secondary sources. The topic of this class is "Women in Nineteenth-Century America." We will discuss and question traditional interpretations of nineteenth-century women's experiences, activities, and ideas; explore the politics of writing women's history; and examine historical, theoretical, visual, and literary texts by and about North America's diverse population of women. During the course of the semester, students will also compose three drafts of two expository essays and several iterations of one research paper.

HIS 301.03
Fascism

Tu/Th, 9:45am-11:05
Satisfies: ESI

Professor Janis Mimura

In-depth training course in the craft of history, with a systematic introduction to methods, analysis, synthesis, and writing. As the gateway course for the History major senior seminar, HIS 301 teaches students how to locate, organize, and analyze primary and secondary sources, distill the information in intelligible and meaningful writing, and convey one's findings in persuasive and articulate oral presentations. These skills will be taught through a close analysis of the ways in which historians have examined the problem of fascism as a national and transnational phenomenon. We will focus primarily on the classic cases of Nazi Germany and Fascist Italy and consider the problem of fascism in other places and in the contemporary era. Topics covered include fascism's charismatic leader, mass culture, totalitarian state, technology, and political violence. Course materials include secondary literature on fascism, as well as primary sources such as propaganda materials, film clips, speeches, and essays.

WOMEN OF COLOR IN THE UNITED STATES
HIS 323

Professor Shirley Lim

Satisfies: DIV, SBS+ [DEC: WST & K]

Tu/Th 9:45-11:05

In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory; students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5-8 page final research essay on race, gender, and twentieth-century American culture.

HIS 348
Colonial South Asia

T/Th, 1:15-2:35pm

Satisfies: CER, SBS+ [DEC: J]

Prof. Eric Beverley

This course will examine in detail key themes such as shifting eighteenth century politics, the rise of the colonial state and changes in sovereignty, formation of the colonial economy, dynamics of global connectivity, remaking of social categories (caste, religious community, gender), anti-colonial and nationalist movements, and decolonization. Overall, the course provides a framework for assessing both the profound violence and change wrought by colonialism and the agency of South Asians in the making of their own modernity. More broadly, it surveys the history of South Asia (contemporary India, Pakistan, and Bangladesh, with some consideration of Nepal, Afghanistan, and Myanmar) in the era of British colonial domination, c. 1750–1950. Central topics include the late pre-colonial context, the rise of formal colonial rule, economic and social transformations, anti-colonial nationalism, decolonization, and debates over the ethics of both colonialism and different schemes for bringing about its end.

HIS 365
Environmental History of North America

TuTh 1:15PM - 2:35PM
Satisfies: SBS+ [DEC K & 4]

Professor Chris Sellers

This course delves into the history of interactions between humans and their natural environment on this continent. We will look at how people have viewed and valued the nonhuman world as well as how they have used and altered it in building a modern urban society, extending to our latter-day impacts on the world's climate. Beginning with the Indians and the early colonists, we will trace the numerous transformations--cultural, intellectual, economic, political, and technological--that contributed roots and rationales for the environmental and climate critiques of American society from the mid-20th century into the early 21st. We'll survey the historic changes on a variety of landscapes: from forests and parks to cities and factories. Events in our own Northeastern U.S. will provide geographic focus for this history, but we'll also keep an eye to related happenings elsewhere, on the North American continent and beyond. Finally, we will look at the growing array of twentieth-century movements that have identified themselves as "environmentalist," at the "greenness" of modern culture, and at the environmental dimensions of a globalizing era, in particular the rise of concerns and movements about human impacts on our climate.

Law and Society in American History, 1620-1877
HIS 371

Professor Donna Rilling

Satisfies: SBC, DIV, SBS+

Tu/Th, 1:15-2:35

This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: interaction between native and European legal systems; adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; development of the profession of law; shifts in women's legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people's lives. The course assumes no prior knowledge of law. As an upper-division course, it does assume some background in historical approaches, how to read primary documents and secondary works (books and essays), and how to go about writing an essay. The official pre-requisite for this course is U3 or U4 status; the advisory prerequisite is HIS103 (U.S. history to 1877). The reading, writing, and other expectations are commensurate with an upper-division history course. The reading averages approximately 55 pages weekly.

HIS 381
Global Commodity Histories, 1500-2000

MW, 2:40-4pm

Satisfies: GLO, SBS+ [DEC: J]

Professor Paul Gootenberg

The Americas have been a crucial part of globalization since 1500. This theme survey uses an exciting new historical literature—about the history of world commodities—to learn about the connections and contributions of the Americas to the world economy and world culture. Students will encounter such goods as cacao (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano (a fertilizer), rubber, bananas, and cocaine, and the unique ways their hidden histories and worldly trading and consumer cultures shed light on the history of the Americas and global consumption. Students read and discuss three class books and write brief book essays on the subject.

THE INFORMATION SOCIETY
HIS 393

Professor Lawrence Frohman
Satisfies: SBS+

Online Synchronous (MW 4:25-5:45)

Since the 1970s, it has become increasingly common to say that we live in an “information society” or the “information age.” Although most people equate the advent of the information society with the invention of the computer and, more recently, the internet, the roots of the information society reach back to the early 1800s and beyond, and its development was driven by an array of political, economic, and social forces, which collectively shaped the history of information technology as much as they were shaped by it. In this class, we will investigate how information (and the closely related concepts of data and knowledge) became central sources of authority and power from the early 1800s to the present. The class will focus primarily on Europe and the United States. We will discuss such topics as the evolution of information technologies; surveillance, policing, censuses, and state power; networks and infrastructure; changing conceptions of information and information science; cybernetics, Cold War culture, and the counterculture; privacy, secrecy, and social protest in the computer age; the growth of the internet and its impact on capitalism, the media and public life; and big data and the right to be forgotten. The goal of the course is to understand the distinctive ways in which information is shaping contemporary society and altering our sense of what it means to be a human being.

HIS 396
Indigenous Peoples of Long Island & New England

Satisfies: SBS+ [DEC: K & 4]

M/W, 2:40-4:00pm

Professor Paul Kelton

This course offers an in-depth study of the history of the first peoples to inhabit greater Long Island area (Long Island and southern Connecticut, Rhode Island, and southern Massachusetts) from prehistory to present. Commonly and collectively referred to as American Indians, indigenous peoples include a diverse array of Algonquian-speaking communities whose stories tell of their existence in the region from time immemorial. Arrival of Europeans—the English and Dutch—as well as the policies of New York, Massachusetts, Connecticut, Rhode Island shattered many Native communities, caused the dispersal of a great number beyond the region, and led to the inclusion of newcomers into the communities that remained. Today there are several federally and state recognized American Indian tribes living where their ancestors did and several others seeking recognition. The struggle of Indigenous Peoples for survival in a shattered world and their continuing quest for political and cultural sovereignty will be the major theme of the class.

**HIS 398 (Topics)
Disease in American History**

Satisfies: STAS [DEC: H]

Tu/Th, 1:15-2:35pm

Adjunct Professor Erin Chávez

In this course we will explore, analyze, and interrogate the ways disease, and responses to it, have both reflected and determined the course of American history from the late 19th C. to the present. From the “Age of Epidemics” to the revolution in genetics, to the AIDS epidemic, and the current COVID-19 pandemic, we will examine how our understanding of disease changed over time, how different diseases were seen and approached differently (hereditary, communicable) and how those changes related (or contradicted) the science and why. We will explore the public communication of science and the growth of government concern and involvement in all aspects of public health and how these programs were shaped in relation to questions of citizenship, race, class, and gender. In this course we will consult a variety of primary and secondary sources, including books, journal, news, and magazine articles, images, as well as documentary films.

HIS 401
History of Climate Change

Professor Chris Sellers

Satisfies: WRTD, SPK, EXP+

Tu, 4:45PM - 7:35PM

This course looks at the history of climate change in the modern era. After looking at some earlier examples of the impact of climate changes on human history, we will focus on climate-related history from the 19th to the early 21st centuries. Focus will fall on those changes in energy usage, industry, cities, science, and politics that have contributed to our current climate crisis, and those sorts of disasters that our changing climate has been worsening. While earlier readings will concentrate on North American and European history, we'll then also include examples from Latin America, Asia, Africa, and elsewhere. Students will also undertake their own research projects into the history of a climate-related environmental disaster of their own choosing, writing up their research into a full-length (10 pp. or more) research paper.

His 401.01
Empire and Identity in Euro-America, 1660-1945

Satisfies: WRTD, SPK, EXP+

Wednesday, 2:40-5:35pm

Professor Kathleen Wilson

This upper-division research seminar will provide students the opportunity to study and do research on European and American empires in the modern period. The role of empires, broadly conceived, from the early modern to the modern periods in producing wars, law, status, identity and both the strategies and theatre of state power will be foregrounded, and topics in primary and secondary sources will include: how empires of expansion, trade and settlement were made and contested, including forms of empire of indigenous peoples within the American and European nations; how empire engineered new epistemologies and ways of knowing and representing; how the ideologies of imperialism justified gender, class and political arrangements both at home and abroad; and how ‘colonized peoples’ contested, subverted and otherwise foiled global strategies with local designs. Students will do primary research in digital and other primary sources, including literature, drama, painting and film, and write an original 15-page paper on a topic of their choice that engages with an aspect of empire and identity in this period.