Welcome to the Department of History's Spring 2014 undergraduate course offerings. The History Department offers a diversity of courses in terms of geography, chronology, and topic. If you have questions about the content of a particular course, please contact the listed instructor.

The courses are grouped into three main categories:

1. Courses for first-year students, including University Seminars – beginning on page 3

2. Regular courses (generally open to all students, though some are restricted by class, and most have some seats reserved for history majors) – beginning on page 7 – and broken into the following breadth areas:

   Africa/Asia/Middle East – beginning on page 7
   Ancient/Medieval Europe – beginning on page 10
   Modern Europe – beginning on page 15
   United States – beginning on page 19
   Latin America – beginning on page 22
   Special (global, thematic, etc.) – beginning on page 23

3. Special courses open only to history majors (History Workshop, Department Seminars, History Honors Program courses, etc.) – beginning on page 25

If you have questions regarding registration, seat access, counting courses toward particular requirements, or any other related issues, please consult the guidelines below before contacting the Department of History:

Notes to History Majors:

- While the Department aims to make our courses available to as many students as possible, we cannot guarantee individuals access to particular courses. If you prove unable to register for a desired course via InsideND, you may make a special request for an exemption by contacting Professor Graff, Director of Undergraduate Studies (DUS), at dgraff@nd.edu. In any request for an exemption, please note your class year and reason for wanting the course (breadth requirement, concentration course, elective, etc.). Priority is always given to graduating seniors and those with compelling intellectual cases, especially concentration area requests.

- History majors may count no more than two lower-level courses toward the major (those that begin with a 1 or a 2). AP credit does not count toward the major.

- The History Workshop, HIST 33000, a required course for all majors, is intended as a "gateway" course into the major, so all majors should take this course as soon as possible, ideally the semester following the declaration of the major. With more than one section of this course available, majors should build their schedule around the
Workshop, rather than the other way around. Majors cannot complete the History Workshop after the junior year.

- A History major should discuss potential concentration areas with her or his faculty advisor each semester, and can declare an approved concentration area at any time – but this should be done by the end of the junior year at the absolute latest.

- Majors must complete a research capstone experience in one of two ways: a 25-page research paper in a semester-based course, or a year-long senior honors thesis under the direction of a history faculty member. Most majors will complete the former; the latter requires participation in the History Honors Program (see the History Department website for information on this). The Department Seminar (HIST 43XXX) is the standard capstone research course, and it should be taken once a major has declared a concentration and can build upon the knowledge acquired in regular coursework. A major should consult the Department Seminars offered each semester and consult with his or her advisor to choose the most appropriate semester and course to fulfill this requirement.

Notes to Non-Majors:

- Please note that while the Department aims to make History courses available to as many students as possible, we cannot guarantee individuals access to particular courses. If you prove unable to register via InsideND for a desired course, you may make a special request for an exemption by contacting Professor Graff, the Director of Undergraduate Studies at dgraff@nd.edu. However, please note that exemptions will not normally be given until AFTER all students have had their registration appointments. In any request for an exemption, please note your major, class year, and reason for wanting the course (university requirement, elective, etc.). Priority is always given to majors, graduating seniors, and those with compelling intellectual cases.

- Unless noted in the individual course description, any three-credit History course listed below satisfies the university history requirement (or College of Arts & Letters History/Social Science requirement).

- Courses (or crosslists) beginning with a 1 are generally reserved for first-year students, and other students generally need permission from the Dean of First Year Studies to register for them. University seminars, designated by the number HIST 13184, are restricted exclusively to first-year students.

- Most courses beginning with a 2 are generally open to all students, but sometimes seats are reserved for sophomores and/or first-year students, especially during initial registration.
Courses beginning with a 3 or 4 are generally open to all students, but since they are major-level courses, some seats are restricted to history majors. If there are open seats restricted to history majors once initial registration for all students has ended, the department may lift the restriction to accommodate more non-majors.

If you have any other questions, please contact Professor Dan Graff, Director of Undergraduate Studies, at dgraff@nd.edu.

First Year Courses

Every Notre Dame student must complete at least one history course designated as satisfying the University History Requirement (UHR). All of the following courses designated for first-year students satisfy the UHR. A student who has already completed the UHR may take one of these to satisfy an elective, or count it toward the history major.

History 10061 (CRN: 25262)
Modern Africa
OCOBOCK
MW 9:25, with co-requisite tutorial on Fridays
History 12061 01, F 9:25 (CRN: 28750)
History 12061 02, F 10:30 (CRN: 26761)
(Major Breadth Category: Africa/Asia/Middle East)

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. We will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant economies, rich cultures, and deep history. These are some of the themes we will discuss and debate in this course. We will make use of a variety of texts, such as historical documents, classic academic works, as well as African art, film, and fiction.
History 10390 (CRN: 28890)
Christianity, Commerce, and Consumerism: The Last 1000 Years
GREGORY
MW 10:30, with co-requisite tutorial on Fridays
History 12390 01 F 10:30 (CRN: 28893)
History 12390 02 F 9:25 (CRN: 28892)
(Major Breadth Category: Modern Europe)

The capitalism and consumerism that now influences the entire world arose within a religious culture—that of Western Christianity—whose central figure extolled poverty and self-denial, and whose most important early missionary wrote that "the love of money is the root of all evils." How did this happen? This course takes a long-term view of the emergence of modern economic life in relationship to Christianity beginning with the upturn in commerce and the monetization of the European economy in the eleventh century and continuing through the relationship between markets and Christian morality in the Middle Ages and Renaissance. It pays particular attention to the ways in which the religio-political disruptions of the Reformation era laid the foundations for the disembodiment of economics from Christian ethics and thus made possible modern Western capitalism and consumerism. The course will consist of two lectures and one tutorial discussion each week. (This course also meets the History major’s Ancient/Medieval/pre-1500 requirement)

History 10605 (CRN: 21807)
US History since 1877
MCGREEVY
MW 12:50, with co-requisite tutorial on Fridays
History 12605 01, F 12:50 (CRN: 21457)
History 12605 02 F 12:50 (CRN: 20018)
History 12605 03 F 12:50 (CRN: 21497)
History 12605 04 F 10:30 (CRN: 23450)
History 12605 05 F 9:25 (CRN: 23451)
History 12605 06 F 11:30 (CRN: 23452)
(Major Breadth Category: United States)

This course traces major developments in American society, politics, and culture from 1877 to the present. Major themes will include new connections between government and society; shifts in cultural, intellectual, and religious life; social movements; and the global dimensions of American history.
This class surveys the dramatic changes that have recently altered the face of Christianity in the world. For churches of all kinds, Catholics, Protestants, Eastern Orthodox, and the rapidly growing number of "independent" churches, the last century witnessed change on a scale not seen since the first centuries of Christian history. The long-time Christian heartlands of Europe and North America have undergone unprecedented secularization. The once-missionary regions of Africa, Asia, and Latin America have developed larger communities of active believers than now exist in "the Christian West." All over the world, Christian interactions with war (and peace), poverty (and affluence), and disease (and health) have multiplied with increasing complexity. The course concentrates on Asia, Africa, and Latin America, with developments in Europe and North America in the background. Throughout, a primary aim is to link Christian events with major international developments like the world wars, the Cold War, economic globalization, and colonization-decolonization.

**University Seminars (for First-Year Students only)**

University Seminars are designed to foster intense interaction between first-year students and individual faculty in small settings where class discussion is the dominant mode of instruction in introducing the paradigms of a given academic discipline. These are writing-intensive courses in which students will write and read simultaneously and continuously throughout the semester. Every first-year student must take one University Seminar, and these courses are open only to first-year students. A University Seminar can satisfy the university history requirement, it can serve as an elective, or it can count toward the history major, but it cannot do more than one simultaneously (see individual course descriptions for major breadth categories).

History 13184 01 (CRN: 20729)
Rebel Youth in Latino/a America
PENSADO
TR 3:30
(Major Breadth Category: Latin America)

The course explores the history of *youth* and *youth movements* of Latino descent in the United States and Latin America during the 20th century. How was youth discovered and defined as an age group across the continent? How did young people organize politically to challenge the different ‘labels’ imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals? If so, how? To answer these broad historical questions, students will be asked to critically evaluate theoretical approaches to the study of youth, learn the modern history of Latino/as in the United States and Latin America, explore the political thought of various youth movements, and examine different aesthetic expressions of youth. In addition,
students will be required to analyze relevant primary sources, including political manifestoes, memoirs, newspapers accounts, photographs, documentaries, and films. (This course also fulfills the majors United States history requirement.)

History 13184 02 (CRN: 20763)
Opportunity Lost
PIERCE
TR 9:30
(Major Breadth Category: United States)

During the semester, we will engage in the dangerous practice of considering alternatives to historical realities. We will examine fourteen significant events/people that were controversial in their day and remain a source of debate in present times. Hopefully, we will do more than examine events from yesteryear. We will research, debate, and passionately argue about events that have greatly affected American society.

History 13184 03 (CRN: 20813)
20th Century Europe: Approaching History through Novels, Memoir and Film
KSELMAN
TR 9:30
(Major Breadth Category: Modern Europe)

In this course students will study twentieth century Europe from the perspective of individuals whose lives were dramatically altered by some of its major events. Through novels, autobiographies, and films students will explore the ways in which people struggled to live in a society that was torn by war, political violence, and rapid social changes that challenged values in place at the beginning of the century. In addition to the major events of the first half of the twentieth century (World War I, the Russian Revolution, World War II) this course will consider more recent developments, such as the collapse of the Soviet Union, and the construction of the European Union. The historical dimension will be complemented by periodic discussion of current events in Europe, and their relationship to developments in the United States and the world. Students will be expected to participate actively in class and to write papers totalling between twenty and twenty-five pages.

History 13184 05 (CRN: 23988)
US and the Vietnam War
BRADY
TR 12:30
(Major Breadth Category: United States)

This course examines the participation of the United States in its "longest war"--the conflict in Vietnam. The course is taught primarily from an "American" as opposed to a "Vietnamese" perspective. Broad topics to be covered include: Vietnamese background (land, people, history, culture); American Political and Diplomatic Decision Making; 1950-75: How the War was Fought; Debating the War; The War at Home; The Aftermath of War; and Lessons of the War. This is a lecture AND a discussion course.
History 13184 06 (CRN: 24625)
US Presidents
BLANTZ
TR 2:00
(Major Breadth Category: United States)

This seminar will study and evaluate thirteen of the most influential presidents in United States history -- George Washington, Thomas Jefferson, Andrew Jackson, James Polk, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, Franklin Roosevelt, Harry Truman, Dwight Eisenhower, Lyndon Johnson, Richard Nixon, and Ronald Reagan -- and seek to determine how successful and significant they were, and why. Topics to be discussed can be domestic policy, foreign policy, political leadership, and lasting influence. There will be brief readings on each president, classroom discussions, and writing assignments. The seminar should also give the participants a good understanding of some of the most significant events in the two hundred and twenty five year history of the United States.

History 13184 07 (CRN: 28896)
Abraham Lincoln’s America
GRAFF
TR 3:30
(Major Breadth Category: United States)

This seminar will use the life of the American republic's most celebrated president as a window to explore the transformations and continuities in American life during the half-century ending in the cataclysmic Civil War. Using Lincoln's own experiences as a starting point - his poor upbringing, his family's moves across the sectional borderlands, his self-motivation and professional ambition, his embrace of mass politics, and his rapid ascent to national leadership during the republic's greatest crisis - students will explore much more than the sectional struggle and the fight to save the Union from secession. Important topics will include the evolving struggles over the meanings of race, freedom, and slavery; the increasing commercialization of the economy and the forging of new class relationships and identities; migration, property-holding, and relations with Native Americans in the west; changing realities and conceptions of gender, family, childhood, and parental authority; the contested roles of local and national governments and the rise of political parties and mass political participation; and the heated contests over nativity, religion, and citizenship. In short, Lincoln's personal experiences will be the entry into understanding American society as a whole during his life (1809-1865). Students will also ponder the usefulness of biography to the larger historical project as well as the importance of memory and myth in the ways we repeatedly reconstruct the past.
Regular Courses (Sophomore and Major Level)

The following courses fulfill the University History Requirement and various major breadth requirements (any exceptions are noted within individual descriptions). They are organized below into the various, largely geographic, breadth categories of the history major. Generally these courses are open to all students, but some seats in most are restricted to history majors, especially during initial registration. Moreover, some lower-level courses may have seats restricted by class. For general guidelines on seat access, see the explanatory notes to majors and non-majors in the preface of this description booklet. For any specific course, check InsideND for student restrictions, which may change over the registration period.

Africa/Asia/Middle East

All majors must take one course from four of the department’s six breadth categories. The following courses satisfy major breadth category #1 (Africa/Asia/Middle East). See individual descriptions for courses that also satisfy the major’s pre-1500 requirement or other major breadth categories.

History 30061 (CRN: 24626)
Modern Africa
OCOBOCK
MW 9:25, with co-requisite tutorial on Friday
History 32061 01, F 9:25 (CRN: 28760)
History 32061 02, F 10:30 (CRN: 26761)

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. We will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant economies, rich cultures, and deep history. These are some of the themes we will discuss and debate in this course. We will make use of a variety of texts, such as historical documents, classic academic works, as well as African art, film, and fiction.

History 30079 (CRN: 28899)
Nationalism and National Movements in the Middle East
KAUFMAN
TR 11:00

This course studies the intellectual origins, political developments and social and cultural manifestations of nationalism and national movements in the Middle East. We will begin with a theoretical survey of nationalism in general and then proceed to discuss specific cases of national movements (Zionist, Arab, Lebanese, Iraqi, Turkish, Iranian, Egyptian). We will use these cases to analyze themes such as

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historiography and nationalism, anti-colonialism, gender, religion and art as they have been manifested in these national movements.

**History 30120 (CRN: 28901)**

**Modern Japan**

**THOMAS**

**MW 3:30**

This introduction to modern Japanese history focuses on political, social, economic, and military affairs in Japan from around 1600 to the early post-World War II period. It considers such paradoxes as samurai bureaucrats, entrepreneurial peasants, upper-class revolutionaries, and Asian fascists. The course has two purposes: (1) to provide a chronological and structural framework for understanding the debates over modern Japanese history, and (2) to develop the skill of reading texts analytically to discover the argument being made. The assumption operating both in the selection of readings and in the lectures is that Japanese history, as with all histories, is the site of controversy. Our efforts at this introductory level will be dedicated to understanding the contours of some of the most important of these controversies and judging, as far as possible, the evidence brought to bear in them.

**History 30168 (CRN: 29957)**

**China’s Revolution**

**JENSEN**

**TR 11:00**

This course offers an interdisciplinary expedition into the modern revolutionary transformation of China as depicted in the works of writers and filmmakers. Students will examine the literary and visual representations of an ongoing revolution in every dimension of daily life that has transformed China from a rural-based agricultural society to an urban-centered, global market economy. The central idea is to use a selection of short stories and novellas, each complemented by films from the internationally acclaimed “New Chinese Cinema” as a way to help students better understand the economy, history, politics, and society of China in different decades of the twentieth and twenty-first centuries. In the final weeks special attention will be paid to the alliance between popular literature and the booming entertainment industry, the making of celebrity culture in China, and the role digital media plays in shaping China’s cultural landscape. No knowledge of Chinese is expected.

**History 30169 (CRN: 29956)**

**Sex, Freedom and Economy in Contemporary China**

**JENSEN**

**TR 9:30**

Today China is undergoing a revolution (a word used so frequently as to be meaningless, but very meaningful in this case as we will learn) in society, politics, economy, and thought perhaps as significant as that which brought the Chinese Communist Party to national power in 1949. The objective of this course, constructed through film and new media investigation, along with readings on social status, identity, sexuality, work, home, youth culture, gender, business, education, sports, ecology, is to come to an understanding of the multiple domestic forces that have made China a global power. Furthermore, the course will familiarize the student with the very complex ramifications of the passionate national quest for international recognition as it affects every aspect of present-day life while exploring the
mercurial manner in which the economic transformation of China has been represented in the media. In this last respect, it represents an experiment in cultural studies in that its avowed subject, contemporary China, is studied in dialogue with the United States - the two nations most exemplifying the promise and terror of modernization. No knowledge of Chinese or previous knowledge of China is required.

History 40050 (CRN: 28934)
African Encounters with Development
WIEMERS
TR 9:30

Has development been a blessing or a curse for Africa and Africans in the 20th century? In this course, we will examine how development programs have been conceived and carried out with respect to Africa in the colonial and post-colonial periods, and ask how their impact on Africans’ lives has been represented and understood by African people, African governments, and international actors. Combining intellectual history with history of practice, this course will explore the interaction of ideas and experience in the development era—from macro theories of production, growth, and well-being to the micro practices of farmers, bureaucrats, activists, and social scientists. In the first half of the course we will consider the “colonial roots of development,” covering themes such as agricultural improvement, migration, urban sanitation, and famine relief. In the second half of the course we will examine diverse post-colonial experiences of development, from nationalism to neoliberalism and beyond.

**Ancient/Medieval Europe**

All majors must take one course from four of the department’s six breadth categories. The following courses satisfy major breadth category #2 (Ancient and Medieval Europe). These courses also satisfy the major’s pre-1500 requirement. See individual descriptions for any courses that also satisfy other major breadth categories.

History 20200 (CRN: 28897)
Western Civilization to 1500
MATIS
MW 5:05

This course offers a survey of the central themes in Western Civilization from ancient Mesopotamia to the Renaissance. Emphasis will fall upon problems of social organization, especially the mutual obligations and responsibilities of individuals and states; evolving concepts of justice; aesthetic standards; religious ideas and institutions; basic philosophical concepts; different kinds of states and the ideologies that defined and sustained them.
History 30200 (CRN: 28902)
Charlemagne, Emperor of the West
GANZ
MWF 10:30

This course will explore the sources for the reign of Charlemagne, ruler of the Franks and emperor, and how they can be understood. Charlemagne is the first medieval ruler to have a biography, written by someone who knew him, in addition to contemporary narratives of his reign we can study his laws, letters and poems written by his courtiers, and the evidence of coins, buildings, and manuscripts made during his lifetime. Subjects to be addressed include the rise of the Carolingians, Carolingian government, Charlemagne’s conquests, the role of the Church, the idea of reform court culture, the imperial coronation, and the final years. Students will be expected to contribute to the weekly classes, and to write a research paper.

History 30213 (CRN: 28904)
Sport and Society in the Ancient World
MURRAY, S.
MW 12:30

In the modern world, sports and sport-like spectacles are a source of livelihood, entertainment, and social interaction for huge swaths of the global population. Fans and practitioners of physical feats of strength were likewise a major component of ancient Greco-Roman society, from the earliest Olympic Games at the dawn of Greek history to the gladiatorial contests and chariot races that characterized the most decadent phases of the Roman Empire. The purpose of this course is to provide an interdisciplinary examination of the origin and nature of sport and spectacle in the Classical world and to compare the role that athletics played in ancient society to the position it occupies in our own lives - from the point of view of athletes, spectators, and patrons alike. Topics covered will include: Near Eastern precursors to Greco-Roman sport; the development of Greek and Roman sport and spectacle through time, the Olympic Games; the role of religious thought in ancient sport; the position of the athlete within society; ancient and modern rewards for athletic valor; athletes in architecture, literature, and art; and the political appropriation of athletes and athletics. The course will focus mostly on formal athletic contests in ancient Greece and on athletic spectacles in ancient Rome, but general recreation and physical education will be considered as well.

History 30222 (CRN: 28905)
The Greeks and their Gods
TORRANCE
MW 3:30

An introduction to the varied and unique religious beliefs and practices of the ancient Greeks. We examine a variety of literary and historical sources to identify what they can tell us about Greek religion, and the course stresses the intersection of religious conventions with politics, gender, and class in the Greek city-states, giving special attention to the religious life of the best documented Greek community of all, ancient Athens.
History 30232 (CRN: 29544)
Roman Criminal Law
MAZUREK, T.
MWF 2:00

Perhaps our greatest inheritance from the ancient Romans is their law code and legal procedures. Students will study the development of Roman criminal law from the 12 Tables to the late antique period, including the emergence of jury courts and the persecution of Christians and heretics. By studying primary sources like Cicero’s speeches and laws etched in bronze tablets, students will explore the seedy side of Roman life. Topics for discussion include murder, sorcery, bribery, forgery, treason, extortion and adultery. This course will not duplicate, but complement, Roman Law and Governance (CLAS 30210).

History 30250 (CRN: 23096)
The World of the Middle Ages
NOBLE
MW 2:00 with co-requisite tutorial on Friday
MI 22001 01 (CRN: 22974) F 12:50
MI 22001 02 (CRN: 22975) F 2:00
MI 22001 03 (CRN: 23095) F 2:00
MI 22001 04 (CRN: 26401) F 12:50

The Middle Ages have been praised and reviled, romanticized and fantasized. The spectacular popularity of Harry Potter, The Lord of the Rings, and Narnia have brought a revival of interest in and curiosity about the Middle Ages. But what were they like, these ten centuries between Rome and the Renaissance? In this course, we will explore major themes and issues in medieval civilization in an attempt to offer some basic answers to that question. We will have in view three kinds of people: rulers, lovers, and believers. But we will also study carefully those who wrote about those kinds of people. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know? We will consider major literary texts as both works of art and historical documents. We will explore various kinds of religious literature. We will try to understand the limits, boundaries, and achievements of philosophy and theology. Some lectures will incorporate medieval art so as to add a visual dimension to our explorations. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

History 30272 (CRN: 28906)
12th C. Renaissance & Reform
VAN ENGEN
TR 9:30

The thousand years of history we call "the middle ages" witnessed repeated efforts to reform and enlighten society through learning and religion. Such aspirations did not wait for the periods we call Renaissance and Reformation. This course will examine reform movements in the years 1050-1215, a time of great cultural expansion often called the "twelfth-century renaissance." Here we find the invention of the university and also of chivalry, mystics as well as satirical mockers. We will read original sources dealing with ethics, politics, love, and religion in that society. We will ask what it means, historically, to speak of a society as undergoing renewal or reform: Can a whole society be reformed? By whom? By what means? Three short papers, and a midterm, will be required.
History 30290 (CRN: 28907)  
Castles and Courts in Medieval Europe  
BOULTON  
TR 3:30

The expanded title of this course is Castles, Castellanies, and Courts in Latin Europe, 900-1650. This course will examine the high period in the history of the castle—a combination of fort and residence—of the castellany or district subjected to the domination of a castle, and of the household and court of the kings, princes, and barons who built such residences and organized their lives and their activities within their various structures. It will first consider the castle as a form of fortification, review briefly the history of fortifications before 900, and examine the ways in which lords and their builders steadily improved their defensive capabilities in response to new knowledge and to new methods and tools of siegecraft. It will then examine the relationship of the castle to the contemporary forms of non-fortified or semi-fortified house, and finally its relationship to the lordly household (the body of servants organized into numerous departments associated with particular rooms or wings of the castle) and with the court (or body of soldiers, officers, allies, students, and temporary guests) who filled the castle when the lord was present. The course will conclude with an examination of the history of the castellany as a form of jurisdiction. The course will concentrate on the castles of the British Isles and France, but will examine the great variety of types found throughout Latin Europe.

History 30315 (CRN: 28908)  
Women in Medieval Europe  
MATIS  
MW 12:30

In this course we will explore medieval conceptions of marriage, gender roles, and sexuality. The period to be studied ranges from the late antique period up until the fifteenth century. We will first examine the spread of Christian influence on the practices of marriage, divorce, and child-bearing in the late antique world and how the heritage of the Roman empire impacted the early medieval world with respect to the status of women. We will look at how women's daily lives changed over the course of the medieval period, touching on a variety of topics, including parenthood, contraception, rape/abduction, and prostitution. We will also look at the changing roles of women within the church: the important place of royal women in supporting and propagating Christianity, conceptions of female sanctity, the complex relationship between female and male monastic communities, and the increasing place of laywomen in the late medieval church. The course will largely consist of readings of primary sources in translation and classroom discussion, with lectures and other readings to supplement the primary readings and place them in historical context.

History 30321 (CRN: 28909)  
Early Medieval Ireland  
RAPPLE  
TR 11:00

Consideration of the period between 950 and 1400 is of crucial importance in understanding Irish history. This course not only covers the range of continuities and radical discontinuities that marked
Ireland's development during this time, but charts the attempted conquest of the entire country by the English Crown. The lecture series also seeks to answer a number of questions. Why did the Papacy give the English Crown sovereignty over Ireland? Why did a country like Ireland, on the verge of attaining political and economic centralization, not organize better resistance to English attempts to subdue it? Why did the English colony fail to prove more successful in exerting its will over indigenous Irish potentates? Culturally the period also witnessed the growing assimilation of English invaders to the norms of Gaelic Irish politics and society. Lastly, events in Ireland had a serious influence on developments in England, Wales and Scotland, provoking, amongst other things, the fall of the Plantagenet dynasty and an attempted invasion by King Robert I of Scotland.

History 40242 (CRN: 28935)
Roman History Seminar
BRADLEY
M 3:30

This advanced course in ancient history introduces students to major documents of the Roman imperial age and investigates how they are to be assessed as historical sources. Particular attention is paid to the Achievements of the Deified Augustus (Res Gestae), a dossier of senatorial decrees recently discovered in Roman Spain (especially the Senatus Consultum de Cn. Pisone patre), and various letters, edicts and rescripts from emperors to provincial communities. The object is to learn how the history of the Roman Empire is advanced through non-literary documents known from inscriptional, papyrological, and legal sources. Special attention is given to documents involving Christian subjects of empire, accounts for instance of the trials of figures Christians subsequently claimed as martyrs, such as Perpetua and Felicity. Study of the Acts of the Apostles is also included as a subliterary text opening up perspectives on the Roman imperial age. All documents are read in translation. NOTE: History majors may use this course to satisfy the Department Seminar with permission of the Director of Undergraduate Studies.

History 40297 (CRN: 26377)
Knighthood and Chivalry in Medieval Europe
BOULTON, J.
TR 2:00

The principal object of this course is to introduce students to the history, historical sources, and modern historiography of the status that by 1050 conveyed to its occupants the title chevalier in French and from 1066 the title cniht or knyght in English: a status that from c. 1160 was increasingly regarded by theorists as embodying both the social function and the ideals of the nobilities of Latin Christendom. It will examine knighthood from a military, social, and cultural/ideological perspective, beginning by tracing the history first of the noble and then of the non-noble type of mounted warrior in Francia, then of their joint development of the classic forms of knightly warfare and related war-games (the tournament and the joust), and finally of the complex process through which the highest stratum of simple knights was raised into the nobility. It will next examine the history of the non-military aspects of the culture of the nobility during the same period, especially those associated with courtliness and the emergence of the
The doctrine of fin'amor or 'courtly love', which encouraged noble knights to devote themselves to the service of a lady of high rank to obtain inspiration to perform feats of arms. It will then go on to examine the different codes of conduct proposed by clerical theorists, first for noble lords, and then for noble knights in general: codes expressed in contemporary didactic treatises, legal documents, and Arthurian romances, the most important of which will be read. The course will conclude with an examination of the decline of military knighthood, and a review of the history of our modern understanding of what historians called 'chivalry' as a cultural phenomenon in works composed between 1759 (when the modern historiographical tradition began) and the present. Students will be required to read the material to be discussed before each class, present in rotation oral introductions of individual works, participate actively in discussions, and to write a final paper of 15 to 20 pages. NOTE: History majors may use this course to satisfy the Department Seminar requirement with permission of the Director of Undergraduate Studies.

Modern Europe

All majors must take one course from four of the department's six breadth categories. The following courses satisfy major breadth category #3 (Modern Europe). See individual descriptions for courses that also satisfy the major's pre-1500 requirement or other major breadth categories.

History 30390 (CRN: 28910)
Christianity, Commerce, and Consumerism: The Last 1000 Years
GREGORY
MW 10:30, with co-requisite tutorial on Fridays
History 32390 01 F 10:30 (CRN: 28928)
History 32390 02 F 10:30 (CRN: 28927)

The capitalism and consumerism that now influences the entire world arose within a religious culture—that of Western Christianity—whose central figure extolled poverty and self-denial, and whose most important early missionary wrote that “the love of money is the root of all evils.” How did this happen? This course takes a long-term view of the emergence of modern economic life in relationship to Christianity beginning with the upturn in commerce and the monetization of the European economy in the eleventh century and continuing through the relationship between markets and Christian morality in the Middle Ages and Renaissance. It pays particular attention to the ways in which the religio-political disruptions of the Reformation era laid the foundations for the disembedding of economics from Christian ethics and thus made possible modern Western capitalism and consumerism. The course will consist of two lectures and one tutorial discussion each week. (This course also meets the History major's Ancient/Medieval and pre-1500 requirements).
History 30411 (CRN: 28911)
British History: 1660-1800
SMYTH
MWF 9:25

This course of lectures and readings concentrates on British (that is Scottish as well as English) history from the restoration of monarchy in 1660 to the great crisis detonated by the French Revolution and war in the 1790s. Themes include the politics of Protestant dissent, the Catholic Question, political ideologies, the role of parliament, Jacobitism, The Act of Union (1707), and the rise of the radical parliamentary reform movement.

History 30430 (CRN: 28912)
Irish Secret Societies in the Atlantic World
LUMSDEN
MW 5:05

This course examines the history of Irish secret societies both in Ireland and in a broader Atlantic world. We will begin with the early oath bound agrarian societies such as the Whiteboys and move forward through the nineteenth century studying groups such as the Defenders, Rockites, Ribbonmen, Fenians and Molly Maguires. As we study these groups in their historical contexts, we will survey the shifting political and social landscapes of Ireland, the British Empire, and the Atlantic World. This course also addresses the question: how do we as historians research groups whose nature means they leave behind minimal written records?

History 30455 (CRN: 28913)
History of Paris
KSELMAN
MW 11:30 with co-requisite tutorial on Friday
HIST 32450 01 (CRN: 28929) F 11:30
HIST 32450 02 (CRN: 29553) F 12:50

Paris is the most popular tourist destination for Americans outside of the continental United States. The reasons for this appeal are obvious; Paris is perhaps the most beautiful city in the world, famous for its iconic monuments – the cathedral of Notre Dame, the Louvre, the Eiffel tower. Paris draws people as well for its celebration of the good things of life – food and wine, art and music. These architectural and cultural achievements will play a central role in this course, which will explore the history of Paris as an entry point for studying the history of France, and more broadly the history of Europe from the ancient world to the present. The cultural history of Paris will be set within its political and social context, as the capital of the French state which became the predominant European power in the seventeenth and eighteenth centuries, and as the flashpoint for revolutions in 1648, 1789, 1830, 1848, 1871, and 1968. For the modern era we will pay particular attention to the emergence of Paris as a tourist destination, and in particular its appeal to Americans, who continue to visit, celebrate, but also criticize the city of light. There will be a mid-term and a final exam. Students will write two short essays (2-4 pages) and one longer essay (8-12 pages), and will also deliver an oral presentation on a topic they choose in consultation with Professor Kselman. (This course also satisfies the major’s Ancient/Medieval Europe and pre-1500 requirements.)
History 30460 (CRN: 28914)
The Habsburg Empire, 1740-1918
DEAK
MW 3:30

Catholic Great Power. Medieval Holdover. Sick Man on the Danube. Prison of the Peoples. Laboratory of the Apocalypse. The Habsburg Empire has been called many things, but I bet you never have heard of it. But I bet you have heard about the Austrian Archduke, Franz Ferdinand, whose assassination sparked the outbreak of the First World War; or maybe your parents made you listen to Mozart as a child in the hopes that you'd be brilliant. What you probably don't know, because historians have generally forgotten it, is that the Habsburg Monarchy stood at the center of Europe and European politics and culture for nearly four hundred years. Germans, Croatians, Slovenes, Poles, Jews, Czechs, Slovaks, Serbs, Bosnians, Romanians, Italians, Ukrainians and (last but not least) Hungarians all played a role in the longevity and vibrancy of this multinational Empire. In this course, we will explore the history of this great continental empire from its modern origins during the reign of Maria Theresia (1740-1780) to its collapse and dismemberment in the First World War. In the process we will learn much about the history of Europe itself and about what becomes common knowledge and what does not. Our topics will include Enlightened Absolutism, the French Revolution, Liberalism, German Unification, Music and Culture, modernity, economic development, Jewish emancipation and identity, and finally the First World War.

History 30473 (CRN: 28915)
Early 20th Century Russian History
LYANDRES
TR 2:00

This course examines some of the most important ideas, events, and personalities that shaped Russian and Soviet history from the beginning of the last tsar's reign in 1894 to the outbreak of the Second World War. In particular, we will explore the role of politics and ideology in Russian society, the origins of Leninism and the creation of the first socialist state as well as the experience of Stalinism.

History 30478 (CRN: 28916)
Voices of Women in Russian History
ROGACHEVA
TR 3:30

Despite their prominent role in Russian history, women have often been left out of the traditional historical narrative. This course aims to restore the balance and introduce students to the political, social, and cultural transformation of Russia from the time of Catherine the Great through the Soviet period from a uniquely different perspective: through the eyes of Russian women. In this course we will examine the experiences of women from different backgrounds – the daughters of nobles and the poor peasantry, the Russian intelligentsia and the working class, the empresses and members of the royal family. We will start by focusing on the roles and status of women in Imperial Russia. Then we will move on to study the Soviet project: its promise to emancipate women and the pitfalls of women's liberation in the Soviet context. In particular, we will address issues such as women's participation in the Russian Revolution and the shifting relations between women and men under socialism and in post-Soviet
Russia. We will read and discuss memoirs, diaries, literary works, books and chapters by and about women; we will also watch Russian and Soviet movies.

**History 30502 (CRN: 29545)**
Modern Italy
PODEMSKI
TR 12:30

When Napoleon Bonaparte entered Italy, he found it as a diverse collection of peoples and regions - what one statesman would describe a few decades later as a "purely geographical expression." The triumph of the 19th century "Risorgimento," with its mythic leaders like Mazzini, Garibaldi and Cavour, meant the new Kingdom of Italy was created in 1861, yet as one of the Founding Fathers proclaimed, "Italians still remained to be made." Liberals, Fascists, Communists and Christian Democrats alike continually attempted to make Italians and forge them into a modern nation-state. Their methods ranged from education and industrialization to corruption and terror. Resistance took a variety of forms, too, from guerilla warfare to mafia activity and organized terrorism. This course will offer a general survey of these crucial and controversial political, social and economic developments, covering the period from the Risorgimento through the Fascist regime to the fall of the First Republic in the 1990s, with special emphasis on US involvement and the role of the Holy See/Vatican in modern Italian history.

**History 30552 (CRN: 30552)**
Media & Science: Codex to Code
Oosterhoff
TR 5:05

To have a past and a future, humans need to store information and communicate it. To know deeply, we need drawing, writing, and other media. In this course, we will explore key moments in the history of media and science, from the early days of scribes to the modern explosion of communication technologies. We will consider how human needs shape media technologies, including aesthetic and artistic needs. But since antiquity media has also shaped us and the ways we encounter each other and nature, and we will explore how it does so. We will focus on cases in medieval and early modern science, such as paper instruments and collections of wonders, as well as some of the most recent developments, such as anatomy as art and digital crowdsourcing of astronomy. **(This course also satisfies the major's Ancient/Medieval Europe and pre-1500 requirements.)**
United States

All majors must take one course from four of the department’s six breadth categories. The following courses satisfy major breadth category #5 (United States). See individual descriptions for courses that also satisfy the major’s pre-1500 requirement or other major breadth categories.

History 30615 (CRN: 29546)
Catholics in America
CUMMINGS
TR 9:30

This course is a senior seminar designed to facilitate in-depth research on a topic related to the study of Catholicism in America. Organized around the overarching themes of mission, migration, and modernity, the seminar will cover, among others, the following topics: martyrdom, the immigrant church, religious congregations, Catholics in film and fiction, education and social reform. Class discussions, assigned reading, and written work will be designed to encourage students to develop and complete their research projects, which ordinarily will consist of final research paper of approximately 20 pages or a creative project accompanied by a critical essay, based on primary source research.

History 30623 (CRN: 29547)
Native American Histories
COLLIER
MW 11:00

America is Indian Country! Our identity is tied to both real American Indian people and romanticized ideas about them. Anglo Americans liked to play Indian but they also claimed a right to places, land, and water. All of this presented a variety of problems for Native Americans over time. This course examines Native Americans and their constant adaptation and survival from European contact through the 20th century, as well as Anglo America’s cooption of Native resources, traditions, and images. It explores themes of Native American creation, treaties, education, sovereignty, culture, literature, humor, art, and activism. We will address national issues but also recognize there are over 500 distinct cultural and linguistic groups who are the indigenous people of the modern United States. Questions we will explore include why Native people are sovereign but also U.S. Citizens, why Indian mascots are such a hot issue, and how Native people have come to run so many Casinos. This course is the history and culture course that brings the first Americans together with the rest of America.

History 30626 (CRN: 28919)
Medicine & Public Health in US History
BARON
TR 12:30

This course examines health as a unifying concept in American history. It follows several themes: how class, race, and gender, as well as age, lifestyle, and place have manifested themselves in differential health experience; the ongoing conflict between personal liberty and the interests of the state; the remarkable diversity of American medical systems and their close relation to religious and social diversity; the place of medicine in Americanization campaigns; the professionalization of medicine and nursing; the changing political economy of American medicine; and finally, the emergence of health as

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the core concern of the American dream. By the end of the course you should have a good understanding of the uniqueness of American medicine and its central place in America's history. You should also have acquired an historical and critical context that will be of use in your own encounters with matters of health and medicine -- as intelligent citizens about issues of public health and questions of medical ethics, and as creative thinkers about more satisfactory modes of medical practice and health improvement and protection. As well as texts, readings will be drawn significantly from the journal literature. Other requirements include exams, short papers, project and presentation.

History 30651 (CRN: 28920)
The U.S. & Postcolonial Wars
SOARES
MW 3:30

The years since 1945 have seen the United States fight, or support those fighting, in so-called "postcolonial wars" - where nations and their people have tried to come to grips with the legacies of formal imperial rule, or dependence on an effectively imperial power. This course will consider the U.S. role in places like Vietnam in the 1960s and 1970s, Central America in the 1980s, and the Persian Gulf after 1990. We will read historical accounts and the writing of participants in contemporary debates about U.S. policy. We will examine some of the ways these conflicts have been represented in intellectual and cultural outlets. We will explore local factors, historical developments, and the form of involvement U.S. officials chose in the respective cases, and why. And we will study the impact of these conflicts on U.S. politics, society, culture and its position in the world.

History 30654 (CRN: 25537)
Fashioning American Identities
WHITE
TR 9:30

Did Puritans really only wear black and white, or did they wear fashionable lace, silk ribbons and bright colors? Did early settlers wash their bodies to get clean? What role did fashion play in the making of the American Revolution? And how did slaves and Native Americans adorn their bodies? This course will address such questions by focusing on dress and material culture. We will consider the role of dress in the construction of colonial identities, and examine the ways that bodies operated as sites for negotiating class and ethnic encounters.

History 30700 (CRN: 29548)
Sports and American Culture
COLEMAN
MW 9:30

Sports play a big role in American culture. From pickup soccer and the Baraka Bouts to fantasy football and the Olympics, sports articulate American identities, priorities, aspirations, and concerns. They reflect our dominant values but also highlight our divisions and serve as a means to question those values. Athletes, organizers, spectators, fans, and the media all have a stake. This course will examine sport's role in American society and culture thematically, covering the late 19th century to present and paying special attention to sport as a physical performance (including issues of danger, drugs, disability, spectatorship, and fandom), sport as an expression of identity (the construction of race, gender, class,
community, and nation), sport as a form of labor (with issues of power and control, safety, and amateurism), and sport as a cultural narrative (how do writers, historians, and the media attach meaning to it?). We will examine history, journalism, documentary film, and television coverage; topics will range from Victorian bicyclists and early college football to Muhammad Ali and Olympic snowboarding. Requirements include reading and regular discussion, a variety of short analytical papers, and a culminating project in which students will choose one course theme to analyze through a topic of their own choice.

History 30706 (CRN: 28921)
US Sex, Sexuality and Gender to 1880
BEDERMAN
TR 9:30

Sexuality, like other areas of social life, has a history. Yet historians have only written the history of sexuality for the last forty years or so. This course both introduces students to a variety of current themes in the history of sexuality and invites them to consider how they themselves might research and write that history. The class surveys recent topics in the history of sexuality from first English settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex!); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery; birth control and abortion; changing patterns of courtship; and relations between men who loved men and women who loved women.

History 30707 (CRN: 28922)
American Intellectual History to 1870
TURNER
MW 11:00

This lecture course will survey major developments in American thought from the first English contacts with North America to the mid nineteenth century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye towards understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention. Students will write a midterm and a final exam, as well as a ten-page research paper.

History 30800 (CRN: 29549)
African American History since 1865
PIERCE
TR 11:00

This course examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the internal migration of African Americans, and the socio-political efforts of the African-American community. We will also examine the political impact of cultural exhibitions. The course will utilize historical documents in the form of primary sources, scholarly articles and other secondary sources. Classes will be conducted as lecture-discussions.
History 30807 (CRN: 26367)
US Intellectual History since 1870
TURNER
MW 2:00

This lecture course will survey major developments in American thought from the later nineteenth century to the end of the twentieth century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye toward understanding the roots of our present ways of thinking. Students will write a midterm and a final exam, as well as a ten-page research paper.

History 30893 (CRN: 29550)
The U.S.-Mexico Border
RUIZ
MW 3:30

The U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth century. Today, the border remains the source of contentious debates in the United States - from proposed amnesty for undocumented workers and unprecedented activism for migrants' rights to those who argue for a 700-mile fence to physically divide the two nations - even as Latinos have become America's largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and "Mexicaness" in the United States and their impact upon foreign policy, political organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldua's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

**Latin America**

All majors must take one course from four of the department's six breadth categories. The following courses satisfy major breadth category #4 (Latin America). See individual descriptions for courses that also satisfy the major's pre-1500 requirement or other major breadth categories.

History 30900 (CRN: 28923)
Latin American History thru Film
PENSADO
TR 2:00
MW 2:00 with co-requisite tutorial on Friday
History 32900 01 (CRN: 28930) F 2:00
History 32900 02 (CRN: 28931) F 3:30

This course is designed to introduce students to the history of Latin America, its rich film industries, and its intended audiences. Our main goal will be to understand how this heterogeneous area of the world that includes Mesoamerica (Mexico and Central America), South America, and the Caribbean have been broadly understood in different historical contexts through the medium of film. To this end, we will (a)
study the history of Latin America and its people, from the time of independence to the present [with particular attention to the twentieth century]; (b) watch a broad range of films and documentaries from the United States and Latin America (c) analyze the historical context of some of the region's most popular and/or controversial films; (d) examine the relationship between Latin America's most influential film industries and their respective states; and (e) learn how to read each film and documentary critically as a historical text. We will pay particular attention to Mexico, El Salvador, Guatemala, Cuba, Chile, Argentina, and Brazil during the twentieth century. The major themes of discussion will revolve around issues related to cultural identity, the history of Latin American film, modernization, and the Cold War as well as U.S. involvement in Latin America, political violence, revolutions, and social uprisings. This course also requires attendance at a co-requisite weekly film lab held Tuesdays at 7:00 PM. HIST 31900 (CRN: 29552).

History 30930 (CRN: 28924)
History of Latin American Food
KOLE
TR 5:05

This course offers a survey of the early-modern Latin America with an emphasis on environmental history. Culinary and biological exchanges between Europe, Africa, and the Americas changed the way that people thought about food in terms of health, nutrition, fashion, literature, values, culture, and self identity. Students will be given a foundation in early-modern food theories and we will then explore how those ideas transferred and changed in Latin America's urban areas.

Special (Global, Comparative, Thematic, etc.)

All majors must take one course from four of the department's six breadth categories. The following courses satisfy major breadth category #6 (Special). See individual descriptions for courses that also satisfy the major's pre-1500 requirement or other major breadth categories.

History 20210 (CRN: 28898)
20th C. World History
ROGACHEVA
TR 12:30

At the start of the 20th century, Europe dominated the world. Nowadays the Middle East, Asia, North Africa, and other regions command as least as much attention as Europe, while the United States has been the sole superpower since the dissolution of the Soviet Union in 1991. This course will explore how this dramatic shift occurred. We will examine a number of primary themes that help explain this shift, including industrialization and the ascendance of European dominance; the end of US isolation and the emergence of America as a global power; the rise and fall of fascism and Communism and the Cold War; two World Wars; the end of colonialism and the emergence of independent states in South Asia, Africa, and the Middle East, as well as the challenges that this has posed to our world today.
History 30985 (CRN: 28926)
World History of 20th C. Christianity
NOLL
MW 2:00 with co-requisite tutorial on Friday
History 32985 01, F 2:00 (CRN: 28932)
History 32985 02, F 3:30 (CRN: 28933)

This class surveys the dramatic changes that have recently altered the face of Christianity in the world. For churches of all kinds, Catholics, Protestants, Eastern Orthodox, and the rapidly growing number of "independent" churches, the last century witnessed change on a scale not seen since the first centuries of Christian history. The long-time Christian heartlands of Europe and North America have undergone unprecedented secularization. The once-missionary regions of Africa, Asia, and Latin America have developed larger communities of active believers than now exist in "the Christian West." All over the world, Christian interactions with war (and peace), poverty (and affluence), and disease (and health) have multiplied with increasing complexity. The course concentrates on Asia, Africa, and Latin America, with developments in Europe and North America in the background. Throughout, a primary aim is to link Christian events with major international developments like the world wars, the Cold War, economic globalization, and colonization-decolonization.

History 30991 (CRN: 29551)
Humanitarianism & Photography
THOMAS
MW 11:00

This course considers the relationship between seeing suffering and ending suffering, between photographs of pain and humanitarian efforts to ameliorate pain. In the 1930s when the first images of civilian destruction during the Spanish Civil War were published, Virginia Woolf famously claimed that such representations would end warfare. Now, even though suffering is readily visible to us all, wars and other causes of grief go on and on. Indeed, recent photography theorists have argued that these photographs breed the dark desire to relish cruelty. We will consider both sides of this controversy, asking ourselves about the nature of humanitarianism by reading the exciting new work in this field, about the nature of photography, and about the relationship between these two interlocked activities. Of particular interest will be the images related to nuclear bombs and nuclear accidents in Japan, a country with a long and lingering relationship to atomic destruction. We will also consider the problem of visualizing the Holocaust under Nazism. Readings include works by Susan Sontag, Susie Linfield, Janine Struk, Michael Barnett, and Samuel Moyn. In essence this course interrogates the relationship between visual evidence and the impulse to help others.
Special Major Courses (Open only to History Majors)

History Workshop (History 33000)

This course is a requirement for – and open only to – History majors. Designed as a gateway into the major program, it should be taken the semester after the student has declared the major, and it must be taken by the end of the junior year. The History Workshop introduces students to how historians study the past. Students gain insight into the nature of historical inquiry through discussion of how historians actually do history, analysis of primary source documents from two different time periods and places, and, most important, their own efforts to write history. Readings (both exemplary histories and discussions of how to write history) include several books and journal articles, short excerpts from classic theoretical texts, and two large collections of primary source documents.

History 33000 01 (CRN: 20388)
MARTIN
TR 11:00

History 33000 02 (CRN: 20255)
OCOBOCK
MW 12:30

History 33005 (CRN: 23632)
Exploring History Beyond the Classroom
GRAFF
TR 12:30 PM

In this special course designed for inquisitive history majors, students will attend a number of lectures, panels, and seminars on campus during the semester -- and then have a follow-up discussion for each led by a historian (either a visitor or a member of the history faculty). Before each session, students will be expected to complete a short reading assignment. At each follow-up session, the students will submit a 1-2 page summary and analysis of the talk, with a critical question for discussion. The goal is to encourage students to enrich their major experience by participating in the intellectual discussions that occur amongst ND and visiting scholars across the campus. This is a 1-credit course open only to history majors; other students may seek permission from the Director of Undergraduate Studies.

History 35000 (CRN: 23244)
History Internship
GRAFF

History Internship credit is designed for students who undertake unpaid internships with organizations dedicated to the discipline of history, whether through preservation, exhibition, public education, or scholarship. Please see the Director of Undergraduate Studies for more information about this variable credit opportunity.
Departmental Seminars

These courses are open only to History majors, who conduct research in primary sources and write a 25-page paper. Every major (except those undertaking a senior thesis in the History Honors Program) must take at least one of these courses, ideally in the area of concentration.

History 40242 (CRN: 28935)
Roman History Seminar
BRADLEY
M 3:30

This advanced course in ancient history introduces students to major documents of the Roman imperial age and investigates how they are to be assessed as historical sources. Particular attention is paid to the Achievements of the Deified Augustus (Res Gestae), a dossier of senatorial decrees recently discovered in Roman Spain (especially the Senatus Consultum de Cn. Pisoni patre), and various letters, edicts and rescripts from emperors to provincial communities. The object is to learn how the history of the Roman Empire is advanced through non-literary documents known from inscriptional, papyrological, and legal sources. Special attention is given to documents involving Christian subjects of empire, accounts for instance of the trials of figures Christians subsequently claimed as martyrs, such as Perpetua and Felicity. Study of the Acts of the Apostles is also included as a subliterary text opening up perspectives on the Roman imperial age. All documents are read in translation. NOTE: History majors may use this course to satisfy the Department Seminar with permission of the Director of Undergraduate Studies.

History 40297 (CRN: 26377)
Knighthood and Chivalry in Medieval Europe
BOULTON, J.
TR 2:00

The principal object of this course is to introduce students to the history, historical sources, and modern historiography of the status that by 1050 conveyed to its occupants the title chevalier in French and from 1066 the title cniht or knyght in English: a status that from c. 1160 was increasingly regarded by theorists as embodying both the social function and the ideals of the nobilities of Latin Christendom. It will examine knighthood from a military, social, and cultural/ideological perspective, beginning by tracing the history first of the noble and then of the non-noble type of mounted warrior in Francia, then of their joint development of the classic forms of knightly warfare and related war-games (the tournament and the joust), and finally of the complex process through which the highest stratum of simple knights was raised into the nobility. It will next examine the history of the non-military aspects of the culture of the nobility during the same period, especially those associated with courtliness and the emergence of the doctrine of fin’amor or ‘courtly love’, which encouraged noble knights to devote themselves to the service of a lady of high rank to obtain inspiration to perform feats of arms. It will then go on to examine the different codes of conduct proposed by clerical theorists, first for noble lords, and then for noble knights in general: codes expressed in contemporary didactic treatises, legal documents, and Arthurian romances, the most important of which will be read. The course will conclude with an examination of the decline of military knighthood, and a review of the history of our modern understanding of what historians called ‘chivalry’ as a cultural phenomenon in works composed between 1759 (when the modern historiographical tradition began) and the present. Students will be
required to read the material to be discussed before each class, present in rotation oral introductions of
individual works, participate actively in discussions, and to write a final paper of 15 to 20 pages. NOTE:
History majors may use this course to satisfy the Department Seminar requirement with permission of
the Director of Undergraduate Studies.

History 43406 (CRN: 26764)
Seminar: The Great War
DEAK
MW 12:30

This departmental seminar will focus on the rich and various historiography of the First World War in
several dimensions: Global History, International Politics, Military History, Political Economy, the history
of Europe, and the domestic politics of the various combatants. Additionally, we will be reading more
recent treatments of the war: its effect on the social state, the home front, literature, poetry, and
historical memory. As this is a departmental seminar, the course is geared to the student’s production of
a substantial research paper. To this end the first half of the course will consist of seminar meetings to
discuss the wide range of historiography; the reading will be greater and more intensive than in a typical
course and students will read diligently to throw themselves selflessly into the material. In addition, we
will be using class time to explore resources available in the library and online to assist you in your
research and writing. After surviving the trenches of historiography, students will go over the top
themselves. During the second half of the course, our focus will be the production and successful
completion of a substantial research paper totaling approximately twenty-five pages. Class meetings and
scheduled small group and one-on-one meetings during the second half of the course will focus on the
research, writing, and revision of your work. The strong and the lucky will survive....

History 43604 (CRN: 25265)
Seminar: U.S. Civil War Era
NOLL
TR 2:00

The primary goal of this course is for students to write a substantial research paper on a topic involving
some aspect of American history in the era of the Civil War. Roughly the first half of the course will be
devoted to intensive readings in major secondary sources, introduction to period newspapers available
through the library, and some viewing of Civil War films - but all aimed at student selection of a topic for
research. During the second half, students will be coached on bibliography, research strategies, writing,
and re-writing, and they will take part in ongoing discussion of the individual projects that class
members are researching. Student projects are by no means limited to military subjects, but may deal
with social, economic, religious, gender, biographical, literary, or other aspects of U.S. history during the
Civil War era.
History Honors Program

These courses are open only to those History majors participating in the History Honors Program.

History 53001 (CRN: 20492)
History Honors Methodology
LYANDRES
T 3:30

This course is designed: 1) to introduce students to theoretical and practical foundations of Historical Method; 2) to help get students started on their honors research. During the first half of the semester we will discuss and practice key aspects of Historical Method, providing a structure for you to start your own research. During the second half of the semester you will work on formulating your research question and identifying key primary and secondary sources for your thesis project, write several drafts of a research proposal, compile an annotated bibliography. By week 9, you will have identified and contacted a member of the History Department's faculty who might serve as your advisor for the honors project. By week 14, you will have finalized your selection by obtaining your advisor's written approval.

History 58004 (CRN: 26765)
Senior Honors Thesis
GRAFF

History Honors Program seniors only. In the fall and spring of the senior year, the history honors student will work on a thesis (40 to 80 pages) under the supervision of a specific faculty member.