

Welcome to the Department of History's Fall 2011 undergraduate course offerings. As you'll see, 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. University seminars (open only to first-year students) – beginning on page 3
2. Regular courses (generally open to all students, though some are restricted by class, and most have some seats reserved just for history majors) – beginning on page 6 – and broken into the following breadth areas:
  - Africa/Asia/Middle East – beginning on page 6
  - Ancient/Medieval Europe – beginning on page 9
  - Modern Europe – beginning on page 12
  - Latin America – beginning on page 15
  - United States – beginning on page 17
  - Special (global, thematic, etc.) – beginning on page 23
3. Special major courses open only to history majors (History Workshop, Department Seminars, History Honors Program courses, etc.) – beginning on page 26

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 Dan Graff, Director of Undergraduate Studies (DUS), at [dgraff@nd.edu](mailto: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.
- 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.
- Majors should declare their concentration with their faculty advisor as soon as they begin taking courses beyond the Workshop and four breadth courses, if not before -- and by the end of the junior year at the absolute latest.
- Majors must complete at least one departmental seminar (except History Honors Program students, who write a year-long senior thesis instead). These courses share the number sequence 43XXX, and they feature as the main assignment the writing of a 25-page paper rooted in primary research.

Students should choose a departmental seminar in the area of their concentration whenever possible. Note that majors do not have to wait until they are seniors to take one of these courses; also note that majors are encouraged to take more than one.

Notes to Non-Majors:

- Please note that 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 via InsideND for a desired course, you may make a special request for an exemption by contacting Dan Graff, Director of Undergraduate Studies (DUS), at [dgraff@nd.edu](mailto: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 both the History Department and 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 Director of Undergraduate Studies Daniel A. Graff, Ph.D., Dept. of History, 219 O'Shaughnessy Hall, ideally via email at [dgraff@nd.edu](mailto:dgraff@nd.edu).

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

University Seminars are designed to foster intense interaction between first-year students and 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**

**Anatomy of an African Rebellion**

**OCOBOCK**

**TR 9:30 – 10:45**

**Course Reference Number: 12962**

**(Major Breadth Category: Africa/Asia/Middle East)**

This seminar offers an introduction to the discipline of History, and the sub-field of African History, by examining the historiography of one of the most studied and controversial events in Modern Africa, the Mau Mau war in Kenya. We will study the war itself. Yet, we will also investigate the historians who studied Mau Mau, what methods they used to come to their conclusions, what theoretical perspectives underpinned their findings, and what impact the historiography has had on the memories of Kenyans as well as political strife in Kenya today.

#### **History 13184 02**

**United States in the World**

**MCKENNA**

**TR 9:30 – 10:45**

**Course Reference Number: 13266**

**(Major Breadth Category: US)**

This seminar provides an introduction to the international history of the United States from the late nineteenth century through the twentieth century. During this period, the United States presented itself and came to be perceived as a world power. Our class will explore the extent and the limits of that power and the interplay between foreign relations and internal developments in the United States. Along the way, we will examine the forces that have shaped U.S. foreign policy and the techniques of diplomacy and the kinds of power the United States has deployed in other countries and regions. We will pay close attention to the increasingly important role of culture in the twentieth century—culture as an instrument of foreign relations and culture as a body of ideas and practices that shape and are re-shaped by foreign relations. In scrutinizing policy statements, presidential addresses, along with poems, short stories, films, paintings, and photography, we will explore how the United States has understood the world and how peoples around the world have understood and experienced U.S. power.

#### **History 13184 03**

**Pirates in History**

**MURRAY**

**TR 11:00 – 12:15**

**Course Reference Number: 12963**

**(Major Breadth Category: Special)**

In this particular course you will use piracy as the means to engage the work of historians. Each unit will be built around particular textual problems that historians face in their endeavors to recount the past. You will experience how historians reconstruct fragmented texts, how they use various kinds of primary sources to

corroborate one another, and how they establish and disagree about the authorship of given texts. You will also see how historians and creative writers differ in their portrayal of piracy and what it means to their understanding of life around them. Since there will be no examinations in this course, the goal will be not to memorize dates and facts, but instead to marshal textual evidence in support of the arguments you will make in the course of your written reflection papers and essays.

**History 13184 04**

**North American Slavery**

**COLEMAN**

**TR 3:30 – 4:45**

**Course Reference Number: 15185**

**(Major Breadth Category: US)**

This course will serve as an introduction to the practice, evolution, and experience of slavery in North America from the colonial period to emancipation. Using primary and secondary readings, the class will explore the iconic settings of African-American slave history—slave ships, slave markets, and plantations—but also less famous sites and peoples like Rhode Island, New Mexico, and Montreal. Students should come away from the course well grounded in the scope and complexity of continental bondage.

**History 13184 05**

**Saints & Sanctity in Italy, 753 BC – AD 2011**

**MESERVE**

**TR 2:00 – 3:15**

**Course Reference Number: 13265**

**(Major Breadth Category: Ancient/Medieval Europe or Modern Europe)**

From Peter and Paul to Padre Pio, Italy has produced perhaps more saints than any other country in the world. For centuries, Italians have commemorated their saints in churches, shrines, pilgrimages, city festivals and private devotions. In many ways, Italy is a country built upon its saints. This seminar course will examine not just the lives of the saints themselves, but the history of how Italians have chosen to celebrate, commemorate, and compose those lives to suit the spiritual needs of successive ages. To that end we will also consider the very process of commemoration itself -- how and why do cultures remember their heroes, and in what ways do they keep their memory alive? We will examine the importance of historical memory in a variety of contexts -- literature, liturgy, architecture, city planning, folklore, and popular culture. We'll start by examining how the ancient Romans commemorated their ancestors, founders, and heroes, and take side trips to investigate the cults of various "secular saints" in Italian history -- from Dante to Garibaldi and the heroes of the Risorgimento. The main focus will remain on saints of the Catholic Church, from the apostolic age to the Counter-Reformation and beyond. Class meetings will be run as discussion seminars. Students will engage in debates and make formal oral presentations, keep a reading journal, write several short essays and plan and produce a final research paper on the cult of a saint of their choosing. **This course also satisfies the History major pre-1500 requirement.**

**History 13184 06**

**What is History?**

**DEAK**

**TR 2:00 – 3:15**

**Course Reference Number: 15691**

**(Major Breadth Category: Special)**

In this course we will explore in depth our own conception of history by reading, discussing, and critically analyzing the work of philosophers, professional historians, and other thinkers and writers. We will explore how various thinkers have conceived of the practice of history and how academic and professional concepts of history have actually changed over time. The objective of this course is twofold: to introduce students to the

larger philosophical and professional questions that inform how history is written and thought; and, in the process, to bring students to reflect critically on how they have been taught history over the course of their own education. Together, we will consider big questions that have motivated and disturbed philosophers and historians for the past two centuries: should history be a chronicle of the facts? Should it represent objective truth? Or, is history just a form of literature--i.e. a form of entertainment that need not have any relationship to fact? We will also ask what is 'the past' and consider the difference between our concepts of 'time,' 'memory,' 'history,' and 'the past.' Assessment will be based on class participation in our discussions and several short papers on the reading.

**History 13184 07**

**Honor: The Greatest of Goods**

**BOULTON**

**TR 3:30 – 4:45**

**Course Reference Number: 15692**

**(Major Breadth Category: Ancient/Medieval Europe)**

The great Greek Philosopher Aristotle wrote that 'For the great-souled man, honor is the greatest of goods', and was even desired above all other things by the gods: worship being the very highest form of honor. Most non-Christian writers and poets in most recorded cultures would have agreed with Aristotle, and even Christian writers have seen it as the highest of worldly goods. Although most of them would have restricted the term to those who are regarded as most honorable in their society as a whole — the high-born, rich, powerful, and heroic — anthropologists have recently shown that mere peasants and herdsmen in many societies still existing today also hold honor to be the highest good. Indeed, in many conservative societies (including those of the Islamic world) the claims to honor asserted by individuals, families, clans, nations, religions and their prophets must be defended to the death: sometimes the death of infidel 'blasphemers', sometimes that of female relatives who have been 'dishonored' through little or no fault of their own. Even in advanced industrial societies like the United States wars are still fought to maintain or restore national honor, and schools, universities, cities, and states compete vicariously for honor in various sports — most of which had been invented for the very different purpose of inculcating honorable behavior. This course will examine the nature of honor in a succession of societies from Homeric Greece to modern Egypt, the different codes of values by which it was determined, the different ways in which it has been expressed and claimed (including different types of sport and such related behavior as dueling). The course will conduct this examination through the reading and discussion of both primary and secondary sources dealing with a wide range of phenomena related to the theme. The primary sources will include two epics, a chivalric romance, a Classical Greek play, a Shakespearean play and an opera based upon it, a film of the coronation of Queen Elizabeth II, and representations and discussions of similar ceremonies, music, palaces, tombs, memorials, and paintings (including some in the Snite Musem of Art, which we shall visit). For students it will also entail leading discussions on the assigned materials, writing responses to many of them, and writing longer papers based upon them. **This course also satisfies the History major pre-1500 requirement.**

### **Regular Courses (First-Year, Sophomore, and Major Levels)**

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, lower-level courses usually have seats restricted by class: those starting with a 1 or 2 often have some or all seats reserved for first-year students or sophomores. 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 30050**

**African History to 1800**

**OCOBOCK**

**TR 2:00 – 3:15**

**Course Reference Number: 18361**

This introductory course covers the history of Africa from earliest times until and the slow death of the slave trade in the 19<sup>th</sup> Century. We will explore the formation of African societies and their interaction with harsh ecological surroundings as well as the expansion of African trading networks and emergence of strong African states and empires. We will also discuss Africa's role in the production and sale of slaves around the globe and the implications of the global slave trade for African societies. **This course also satisfies the History major pre-1500 requirement.**

#### **History 30075**

**Muhammad and the Qur'an**

**MIRZA**

**MW 3:00 – 4:15**

**Course Reference Number: 15532**

Islamic law, theology, and spirituality are all derived primarily from the Qur'an and the practice (*sunna*) of the messenger and exemplar Muhammad. This course provides students with an in depth introduction to these twin foundations of the Islamic religious tradition. Students will read a comprehensive biography (*sira*) of Muhammad based on the earliest sources. Students will also read selections from the Qur'an, contextualized within the narrative of Muhammad's prophetic career. In addition to familiarizing students with the traditional narrative of Muhammad's life and the style, content and structure of the Qur'an, this course also explores contemporary questions and debates in the historical-critical study of Islamic origins. **This course also satisfies the History major pre-1500 requirement. This course does not satisfy the University History Requirement.**

#### **History 30078**

**Hieroglyphs and History**

**LADOUCEUR**

**TR 3:30 – 4:45**

**Course Reference Number: 19185**

This course will focus on Egyptian hieroglyphs both as a means to reconstruct Egyptian history and culture as well as a reflection of that culture. The student will be taught to translate and interpret primary sources especially on monuments and archaeological finds. Material from the tomb of Tatankhamun will be read and

analyzed in detail. In addition there will be lectures and discussions on specific historical topics and also on developing chronologies, understanding color symbolism, recognizing the numerous Egyptian deities, and interpreting Pharaonic names. **This course also satisfies the History major pre-1500 requirement. This course does not satisfy the University History Requirement.**

**History 30080**

**Medieval Middle East**

**TOR**

**MW 9:35 – 10:25**

**Course Reference Number: 15694**

This course offers a survey of medieval Middle Eastern history from the rise of Islam in the seventh century CE through the Mongol era. The course is structured to cover political, religious, and cultural developments and their relationship with broader changes in society during the formative centuries of Islamic civilization. Specific topics include the career of the Prophet Muhammad and the origins of the earliest Muslim polity; the creation and breakup of the Islamic unitary state (the Caliphate); ethnic, racial, and religious tensions and movements in the medieval Islamic world; the era of the Persianate dynasties; the impact of Turkic migrations on the Middle East; the diversity of approaches to Muslim piety and their social and political expression; popular culture; non-Muslims in Islamic society; and the creation of the medieval Islamic "international" cultural order. Among the more important themes will be long-term cultural and social continuities with the Islamic and ancient Near East, and concepts of religious and political authority. **This course also satisfies the History major pre-1500 requirement.**

**Students enrolled in History 30080 must also take History 32080, a weekly tutorial.**

**History 32080 01**

**F 9:35 – 10:25**

**Course Reference Number: 19417**

**History 32500 02**

**F 8:30 – 9:20**

**Course Reference Number: 19418**

**History 30099**

**Borders, Boundaries, Frontiers**

**KAUFMAN**

**MW 11:45 – 1:00**

**Course Description Number: 18894**

This course explores political borders, boundaries and frontiers and their changing meaning and dynamics from the beginning of the colonial era (circa 1500) until the present. We will explore the formation of political borders, life along borders and border conflicts and their resolutions (or lack thereof). Themes, including colonialism and globalization, will also be discussed through the prism of political boundaries. Geographically we will look at areas including the Middle East, Africa, Europe, South Asia and the US- Mexican border in order to analyze boundaries through both global and regional perspectives. **This course also satisfies the Special breadth course requirement.**

**History 30110****Ancient Japan****THOMAS****MW 11:45 – 1:00****Course Reference Number: 15696**

History is not a single “true story,” but many competing narratives, each defined by values, interests, and political commitments. This course on ancient Japanese history provides an overview of three sets of competing narratives: first, the politically charged question of Japan's origins, when we explore archeological evidence and chronicles of the Sun Goddess; second, the question of whether culture (through continental imports of writing, religious forms, and statecraft) or nature (as disease and environmental degradation) defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power rested on economic, political, military, judicial, or aesthetic grounds and if its foundations were undermined internally or by the invasion of the Mongols. In examining these competing narratives, we aim to develop the disciplined imagination necessary to enter another culture and another time. **This course also satisfies the History major pre-1500 requirement.**

**History 30145****Confucian China and its Modern Fate: A Broad Survey of Chinese History****MURRAY****TR 9:30 – 10:45****Course Reference Number: 18378**

This course explores Chinese history from the Shang dynasty to today in terms of the development of Confucianism and its repeated reformulations in response to Buddhism, Western Imperialism, Marxism, and the global capitalism of today. **This course also satisfies the History major pre-1500 requirement.**

**History 30169****Sex, Freedom and Economy in Contemporary China****JENSON****TR 11:00 – 12:15****Course Reference Number: 19140**

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 40081****From Bagdad to Cordova: A History of Islamic Science****MIRZA****MW 11:45 – 1:00****Course Reference Number: 16367**

Scientists in the era of classical Islam are credited with numerous advances in fields such as mathematics, astronomy, optics, medicine, and philosophy. This course investigates the extent and significance of such

contributions to world intellectual history. Our point of departure will be the translation movement from Greek into Arabic with a survey of the Hellenistic heritage in Islam. Along with examining methods and landmark achievements, we will also look at elements of classical Islamic culture – ideas and institutions – that inspired and propelled scientific activity. Attention will be paid to competing theories for the “rise and decline” of science in the Islamic world, as well as its influence on Europe. **This course also satisfies the History major pre-1500 requirement. This course does not satisfy the University History Requirement.**

### **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 all satisfy the major's pre-1500 requirement. See individual descriptions for any courses that also satisfy other major breadth categories.

#### **History 10210**

**Ancient Greece and Rome**

**T. MAZUREK**

**MWF 12:50 – 1:40**

**Course Reference Number: 12373**

This first-year course introduces the general history and culture of ancient Greece and Rome to students coming to the subject for the first time. Literary texts central to the ancient Greek and Roman traditions receive prime attention, including works by Homer, Plato, Cicero and Virgil, but students are also exposed to the importance of learning from documentary texts, archeology, and art history. Topics discussed include concepts of divinity and humanity, heroism and virtue, gender, democracy, empire, and civic identity, and how they changed in meaning over time. The course allows students to develop a rich appreciation for the Greek and Roman roots of their own lives, and prepares them to study the Greco-Roman past at more advanced levels.

#### **History 20204**

**King Arthur in History and Literature**

**J. BOULTON & M. BOULTON**

**TR 12:30 – 1:45**

**Course Reference Number: 19022**

This course--intended to introduce undergraduates to one of the major themes as well as to the interdisciplinary approaches characteristic of medieval studies--is a team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature. The historical Arthur is very obscure, but he was probably a Romanized Celtic war-leader who fought the invading Anglos and Saxons at the beginning of the history of what was to become England. His memory was preserved in the oral literature of his own people, now called the Welsh, but he was soon converted into a mythic hero surrounded by magical companions. In the 12th century, this legendary Arthur was not only incorporated into the new historiography of England (since 1066 under the rule of French-speaking Normans), but into the new genre of literature created in France around 1150--the chivalric romance--which itself embodied a new ideal for the relationship between men and women derived from the songs of the troubadours of the south. The great majority of these tales of love and marvelous adventures written over the next four centuries were to be set in the court of the legendary Arthur, and the Round Table was invented in this period as the central focus of the ideals it was made to represent. History soon began to imitate literature, as kings and princes attempted to emulate the idealized Arthurian court in their tournaments and other court festivities, and from 1330 to 1469 actually founded orders of knights based on the Round Table. The class will read the relevant parts of some of the chronicles, histories, and epics in which Arthur was mentioned, as well as a representative sample of the Arthurian romances of the later period, and of related documents like the statutes of the chivalric orders.

**History 30223****The Age of Alexander****BARON****TR 9:30 – 10:45****Course Reference Number: 19187**

This course examines the military achievements of Maedon (356-3238.C) and their far-reaching political, social, cultural, and religious consequences. Topics covered include inside the Greek, Macedonia, Persian, and other cultural contexts of the Army, his generalship, and his own legacy for Greco- Roman antiquity. Particularly attention is devoted to representations of Alexander through the ages, beginning during his own lifetimes with the accounts of ancient writers “historians and others” down to novels and films of the present day. Ancient authors and documents are read in translation.

**History 30230****The History of Ancient Rome****HERNANDEZ****MW 10:40 – 11:30****Course Reference Number: 19189**

This course is an introduction to the history of ancient Rome from Romulus to Constantine. The topics covered include the meteoric spread of Roman rule in the ancient Mediterranean, the brilliance of a republican form of government tragically swept away by destructive civil war, the rise of repressive autocracy under the Caesars, and the threats to empire in late antiquity posed inside by the rise of Christianity and outside by hostile invaders.

**Students enrolled in History 30230 must also take CLAS 32305, a weekly tutorial. See the CLAS course listings on InsideND for information about these tutorials.**

**HIST 30237****Marcus Tullius Cicero (106-43 BCE): Lawyer, politician, philosopher****MACCORMACK****TR 11:00 – 12:15****Course Reference Number: 19484**

We know more about Cicero than about any other Roman individual. He was born in Arpinum, a small Italian town near Rome, and was sent for his education to Rome, where he made his name, first as a lawyer, and then also as a statesman. Law and politics were intimately related throughout Cicero's career, because even as a young and relatively inexperienced advocate, he pleaded political cases that required not just skill but also courage. As consul in 63 BC he confronted a conspiracy led by the Roman nobleman Catilina to overthrow the government. His subsequent exile was in part the work of the enemies he made in the course of these events. Thanks to his opposition to Julius Caesar, Cicero was forced to withdraw into private life, but he used these years to write dialogues about politics and law, philosophy and rhetoric. After Caesar's assassination, Cicero returned to politics in the hope of restoring some form of the traditional government of the Roman republic. This cost him his life. Cicero's influence was enormous. In his own time he was recognized - even by his enemies - as a brilliant orator whose views had to be reckoned with. Some of his ideas on natural law entered Justinian's *Digest*, and late Roman pagans and Christians thought long and hard about his philosophical works - but in very different ways. In the renaissance, it was Cicero's speeches that invited imitation and emulation. Then and subsequently, the hundreds of letters he wrote to his friend Atticus and to other contemporaries have revealed his personal life, and his reflections and uncertainties about the turbulent times in which he lived. This course aims to portray Cicero in his time, seeing him through his own eyes, and the eyes of contemporaries. There will also be opportunities to read and think about Cicero's impact on subsequent generations.

**History 30261****After Rome: Birth of the Medieval World****MATIS****TR 3:30 – 4:45****Course Reference Number: 15189**

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman empire in the 3rd century to the time of the final invasions in the 10th. It will concentrate first on the crises of the 3rd century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of late Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next it will briefly examine the emergence in the 7th century of the new monotheistic religion of Islam and of the new civilization and empire centered on it, which quickly conquered not only the old Persian empire but most of the Asian and all of the African provinces of the continuing Roman empire, and in 711-18 conquered most of Spain as well. The remainder of the course will concentrate on the history of Latin Christendom and its pagan barbarian neighbors to the north and east between the beginning of the Germanic conquests of the western provinces c. 400 and the final conversion of the peoples of central and northern Europe to Christianity and the simultaneous emergence of a new socio-political order in the older kingdoms around 1000.

**History 30272****12<sup>TH</sup> C. Renaissance & Reform****VAN ENGEN****TR 11:00 – 12:15****Course Reference Number: 18381**

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 30500****Italian Renaissance****MESERVE****TR 9:30 – 10:20****Course Reference Number: 18391**

This course examines the political, cultural, social, and religious history of Italy from about 1350 to 1550. Starting with an extended study of Florence, its economic foundations, social and political structures artistic monuments, and key personalities, the course then examines how the culture of the Florentine Renaissance spread to the rest of Italy, especially to the papal court of Rome and the princely courts of northern Italy, and, finally, to the new nation-states of northern Europe. Key topics will include: the growth of the Italian city-state; the appearance of new, Renaissance "characters" (the merchant, the prince, the courtier, the mercenary, the learned lady, the self-made man); Renaissance humanism and the classical revival; the relationship between art and politics; and Renaissance ideas of liberty, virtue, historical change, and the individual's relationship to God. The course will not tell a story of steady progress from medieval to modern institutions, societies, and modes of thinking; rather, we will consider the Renaissance as a period in flux, in

which established traditions thrived alongside creative innovations and vigorous challenges to authority. Students will write one long paper and take a midterm and a final exam.

**Students enrolled in History 30500 must also take History 32500, a weekly tutorial.**

**History 32500 01**

**F 9:35 – 10:25**

**Course Reference Number: 18421**

**History 32500 02**

**F 10:40 – 11:30**

**Course Reference Number: 18422**

**History 40242**

**Roman History Seminar**

**BRADLEY**

**MW 3:00 – 4:15**

**Course Reference Number: 19192**

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.

### **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 any courses that also satisfy the pre-1500 requirement or other major breadth categories.

**History 30411**

**British History: 1660-1800**

**SMYTH**

**MWF 9:35 – 10:25**

**Course Reference Numbers: 15700**

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 30450****France: Old Regime to Revolution****KSELMAN****MW 10:40 – 11:30****Course Reference Number: 18382**

France in 1700, ruled by the Sun King, Louis XIV, was the most powerful state in Europe, as well as a cultural center that drew the attention of the world. At Versailles, just outside of Paris, Louis created a palace that symbolized his authority and still stands as a masterpiece of art and architecture. Less than a hundred years later, in 1789, the French Revolution challenged and eventually destroyed the monarchy, with Louis XVI dying on the guillotine in 1793. The course will be organized around major political developments, and seeks to understand how the monarchy could grow so powerful during the seventeenth century, and then collapse at the end of the eighteenth. It will open with the establishment of the Bourbon family on the throne in 1589 and conclude with the rise of Napoleon in 1790s, with about one-third of the class concentrating on the revolutionary events that began in 1789. Understanding the political fortunes of France will involve exploring the ways in which the nation was being transformed by a combination of social pressures and cultural conflict, in particular the Enlightenment. In addition to reading a selection of works by historians students will read, view, and listen to some of the great cultural achievements of the time - the plays of Molière, the music of Lully, the novels of Voltaire, the paintings of David, to give just some examples. The course will generally consist of lectures on Monday and Wednesday and discussions on Friday. There will be a mid-term and a final, and two to three writing assignments totaling about 20 pages. Students with the appropriate language skill will have the option of choosing an additional discussion section to be held in French.

**Students enrolled in History 30450 must also take History 32450, a weekly tutorial.**

**History 32450 01****F 10:40 – 11:30****Course Reference Number: 18419****History 32450 02****F 11:45 – 12:35****Course Reference Number: 18420****History 30464****German History, 1740-1870****DEAK****TR 11:00 – 12:15****Course Reference Number: 15471**

This course begins with Prussia's initial challenge to Austria's dominance in central Europe; it ends with the unification of Germany under Bismarck's Prussia--and Austria's exclusion from it. In addition to covering the on-going Austro-Prussian rivalry in Germany, the course will consider German History in a broad central European perspective that covers the variety of what was German-speaking Europe. We will cover the cultural, social, and political transformations of the period. Specific topics may include Enlightened Absolutism and the emergence of the 'enlightened' police state, the influence of the French Revolution in the German-speaking lands, as well as the revolutions of 1848 and the struggle for German Unification. Additionally, we will cover larger long term processes such as the emergence of civil society, political transformations such as the growth of German Liberalism and Nationalism and the emergence of Socialism, and German contributions to larger cultural and intellectual fields such as the Enlightenment and Romanticism. This course is the first half of a two-semester sequence in modern German history, although students may take either course independently of the other. The format of this course will include lectures as well as class discussions of

primary documents and texts. Assessment of students' learning will be based on class participation, short written assignments, a mid-term and final.

**History 30470**

**Medieval & Early Modern Russia**

**MARTIN**

**MW 3:00 – 4:15**

**Course Reference Number: 15704**

This course examines the history of Russia from its medieval origins until the age of Peter the Great in the 18th century. We will begin with the genesis of Orthodox Slavic civilization in medieval Kievan Rus and that state's destruction in the Mongol invasion. Then we will study the rise of the tsardom of Muscovy and the fateful developments that nearly doomed it in the 16th-17th century - the reign of Ivan the Terrible, the Time of Troubles, the imposition of serfdom, the schism of the Orthodox Church, and widespread popular revolts. Lastly, we will see how Peter the Great and his 18th century successors attempted to stabilize the social order, Westernize the upper classes, and make Russia a great European power. **This course also satisfies the Ancient/Medieval breadth category and the pre-1500 requirement.**

**History 30473**

**Early 20<sup>th</sup> Century Russian History, From Nicholas II to Joseph Stalin**

**ROGACHEVA**

**TR 12:30 – 1:45**

**Course Reference Number: 18898**

This course explores the political, social, intellectual and cultural development of Russia from 1894, the coronation of the last Tsar Nicholas II, until 1945, the emergence of the Soviet Empire at the end of World War II. We will examine key events in Russian history, such as the Russo-Japanese War, the Revolutions of 1905 and 1917, the Russian Civil War, the imposition of Leninism and Stalinism, the Great Terror, and the Great Patriotic War. This course will pay particular attention to the reasons for the collapse of the Tsarist regime, the Bolshevik seizure of power, Soviet efforts to create the world's first socialist state in Russia, and Stalinism. Not only will we look at politics and ideology from the "top down;" we also will study the experiences of "ordinary people" who lived in Soviet Russia.

**History 30496**

**History & Cinema of Communist Poland**

**KUNICKI**

**TR 2:00 – 3:15**

**Course Reference Number: 18385**

This course examines the legacy of the cinema of People's Poland. It provides a guide to the dialogue of cinema and national identity under Communism. By comparing historical sources with feature and documentary films, we will aim at analyzing the impact of World War II, Stalinism and de-Stalinization, and the evolving nature of the party regime on arts, culture, and society. We will also address the following questions: What was the status of film vis-à-vis the Polish communist regime? What were the downsides and the benefits of having state-run cinematography? How did the cinematic depictions of past evolved due to sociopolitical, cultural, and esthetic paradigm shifts? How did the portrayal of past events become a medium through which the filmmaker spoke to the contemporary audience about realities that concerned them?

**History 30587****Modern Genocide in Historical Context****FAULKNER****TR 9:30 – 10:45****Course Reference Number: 18393**

In 1948, the United Nations adopted a convention that defined genocide; the ratifying nations promised to prevent genocides, to intervene in those that broke out, and to hold the perpetrators responsible. However, genocides have continued to occur, and the signers of the convention have spent more time arguing over the definition and its limitations than acting against the perpetrators. In what context was the UN genocide convention drawn up and signed? How did the definition fall short in the eyes of so many of the signatories and scholars? What are its limitations? This course will explore modern genocide in its historical context in order to analyze and critique various definitions of genocide, both legal and scholarly, underscoring the usefulness of the genocide convention and introducing students to the complexities of politics when it comes to enforcing such legislation. We will be looking at several different case studies throughout the semester, including genocides that preceded the invention of the word, most notably the Holocaust, and controversial cases that may or may not constitute genocide. Topics may include the German army in South West Africa; the Armenian genocide during World War I; the figure of Raphael Lemkin and the meaning of the 1948 convention; the impact of the Soviet Union on the official definition; the Cambodian and Rwandan genocides; ethnic cleansing and genocide in the Balkans after 1990; distinctions between ethnic cleansing, crimes against humanity, and genocide; and contemporary events in Darfur and the Congo. Assignments may include short review papers, a longer research paper, and one oral presentation over the course of the semester. **This course also satisfies the History major Special breadth category.**

**History 40580****Enlightenment in Europe****SULLIVAN****MW 3:00 – 4:15****Course Reference Number: 18429**

By intensively studying diverse works we shall first try to map the sheer variety of the cultural achievements of Europeans, from Dublin to Naples and Koenigsberg to Madrid, during the long 18<sup>th</sup> century (ca. 1687-1807). Then we shall critically analyze some of the major scholarly efforts to reduce and organize it all into some unitary movement, usually called "The Enlightenment." Requirements include actively participating in class meetings, which will center on our discussions of particular works, two examinations, and writing a 15- to 20-page integrative essay on one of the major themes (freedom, power, knowledge, faith, emotions, history, and progress) of the works we study together.

**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 any courses that also satisfy the pre-1500 requirement or other major categories.

**History 30904****Slaveries in Latin America****GRAUBART****MW 10:40 – 11:30****Course Description Number: 18411**

This course examines the experiences of Atlantic slavery in the Latin American world. We begin by thinking about the various ways that enslavement was justified in Western Europe, from the Greek and Roman worlds, through the kidnapping for ransom slavery that characterized the Mediterranean basin. We follow Portugal's unsuccessful attempts to conquer parts of western Africa, and the ensuing introduction of larger numbers of

(unransomable) men and women into Iberian domestic slavery, which then coincided with Castile's conquest of the Americas, and the replacement of scarce indigenous labor with Africans. The main part of the course will look at the various experiences of African men and women in the Spanish and Portuguese empires, from the kinds of labor they provided to the cultural worlds they built for themselves, often with the interactions of European and indigenous peoples. We will pay special attention to forms of resistance, from attempts to create autonomy in the church to moments of outright rebellion, culminating in the Haitian Revolution, the first truly successful slave revolt that led to the second free nation in the Americas. The course will end by considering various calls for abolition over time, and the slow end of slavery after the movements for independence.

**Students enrolled in History 30904 must also take History 32904 a weekly tutorial.**

**History 32904 01**

**F 10:40 – 11:30**

**Course Reference Number: 18425**

**History 32904 02**

**F 11:45 – 12:35**

**Course Reference Number: 18426**

**History 30905**

**Race, Ethnicity, and Indigeneity in Latin America**

**GRAUBART**

**MW 3:00 – 4:15**

**Course Reference Number: 18413**

This seminar examines the historical production of “race,” ethnicity, and indigeneity in the Latin American context. We will begin with the creation of “Indians” by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which “race” and “ethnicity” were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

**History 30910**

**Experience of Conquest: Native Perceptions of Relations with Spaniards in 16<sup>th</sup>- C.**

**FERNANDEZ-ARMESTO**

**TR 3:30 – 4:45**

**Course Reference Number: 18415**

The aim of this class is to try to understand what conquest, as we have traditionally called it, meant to the people who experienced it in some parts of the Americas that joined the Spanish monarchy in the sixteenth century. We'll concentrate on indigenous sources – documentary, pictorial, and material – and try to adopt the indigenous point of view, without neglecting sources mediated by Europeans. Although the class will concentrate on selected cases from Mesoamerica, the lecturer will try to set the materials in the context of other encounters, both within the Americas and further afield; and students will be free, if they wish, to explore case-studies from anywhere they choose in the Americas (in consultation with the lecturer and subject to his approval) in their individual projects.

**History 30920****The History of Brazil****GRAHAM****MW 1:30 – 2:45****Course Reference Number: 18417**

In this course, we will study the history of the country now characterized as a country of the future. With the world's fifth largest population, seventh largest economy, vast resources, growing middle class, complicated race relations, shocking disparity between rich and poor, and world-famous Carnival and soccer, Brazil has garnered attention globally and will only continue to do so as it prepares to host the Olympic Games and the World Cup. The course will cover many other themes, including: the indigenous populations of the Amazon and other regions; slavery; the Portuguese empire; massive immigration from countries like Japan, Germany, Italy; abolition; race relations; two periods of dictatorship; involvement in World War II; redemocratization; and emergence as influential economic powerhouse.

**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 any courses that also satisfy the pre-1500 requirement or other major breadth categories.

**History 10600/20600****U.S. History to 1877****GRIFFIN****MW 10:40 – 11:30****Course Reference Number: 14776/12983**

A survey of the social, cultural, and political history of the British North American Colonies and the United States to the close of the Civil War, including Reconstruction. Topics include Native American, European, and African encounters; regional development and divergence; imperial conflict and revolution; constitutional development and argument; democratization and its implications; religious impulses and reformism; immigration and nativism; the importance of land and westward expansion; slavery and emancipation; sectional division, the Civil War, and Reconstruction.

**Students enrolled in History 10600 or 20600 must also take History 12600 or 22600, a weekly tutorial. NOTE: The seats in HIST 20600 are open to sophomores, juniors, and seniors, while the seats in HIST 10600 are available only to first-year students.**

**History 12600 01****F 10:40 – 11:30****Course Reference Number: 14778****History 12600 02****F 11:45 – 12:35****Course Reference Number: 14779****History 12600 03****F 12:50 – 1:40****Course Reference Number: 14780****History 12600 04****F 10:40 – 11:30****Course Reference Number: 14781**

**History 12600 05**  
**F 9:35 – 10:25**  
**Course Reference Number: 14782**

**History 12600 06**  
**F 10:40 – 11:30**  
**Course Reference Number: 18345**

**History 22600 01**  
**F 11:45 – 12:35**  
**Course Reference Number: 15186**

**History 22600 02**  
**F 10:40 – 11:30**  
**Course Reference Number: 15187**

**History 20750**  
**History of U.S. National Security Policy**  
**SOARES**  
**MW 3:00 – 4:15**  
**Course Reference Number: 18352**

In the aftermath of 9/11, with American troops deployed in Afghanistan and Iraq, and concern about the nuclear ambitions of such nations as North Korea and Iran, "national security" is the phrase that is often discussed and is of crucial importance to informed citizens. This course will examine national security policy: what it is, how it is formulated and executed, and how US national security policies have evolved since the 1890s. Using a variety of readings and films such as Casablanca and Dr. Strangelove, this course will examine US national security policies from the late 1890s through two world wars, the interwar period, the Cold War, the post-Cold War years, and up to the current post-9/11 world. We will identify continuities and departures in historic US national security policies, and consider the roles of policymakers and their critics in a self-governing society. **The seats in HIST 20750 are available only to first-year students.**

**History 30601**  
**Colonial America**  
**CANGANY**  
**TR 9:30 – 10:45**  
**Course Reference Number: 15708**

This course considers the history of New World exploration and settlement by Europeans from the 15th century to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and Africans with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of colonial North America.

**History 30604****U.S. Civil War Era, 1848-1877****PRZYBYSZEWSKI****TH 3:30 – 4:45****Course Reference Number: 18397**

Through intensive reading and writing students will explore the social and cultural history of America's most costly war. We will focus on various topics as they relate to the war: antebellum origins, religion, gender, Lincoln's reasons for waging war, dead bodies, freedmen's families, black soldiers, and the uses of war memory. This will not be a guns-and-generals-smell-the-smoke course, though knowledge of military matters can be helpful. We will ask and try to answer who really "won" and "lost" the war.

**History 30606****U.S. Gilded Age & Progressive Era****MCKENNA****TH 2:00 – 3:15****Course Reference Number: 19314**

This course offers an introduction to the history of the United States from Reconstruction through the First World War with particular emphasis on the social, cultural, and intellectual formations of the period. The United States made a dramatic transition in these years: from a predominantly agrarian and rural society to an urban, industrial society and imperial, world power. It is also said that in this period, a new, national, and distinctly modern culture emerged. We will test the merits of this claim and attempt to understand how Americans grappled with these broad transformations by examining the history of social formations, including class, race, and gender, together with the history of cultural formations—American popular culture, the adaptations of bourgeois culture, and the creation of mass culture. In reading sources such as short stories, poetry, political speeches, and novels, and analyzing photography, film, advertising, and architecture, we will explore the making of a modern America.

**History 30608****The United States 1900-45****BLANTZ****MWF 9:35 – 10:25****Course Reference Number: 12370**

This course explores the political, diplomatic, economic, social, and cultural development of the United States from 1900 to 1945. Major topics will include the Gilded Age (1876-1896) as background for Progressive reform, the New Nationalism and New Freedom administrations of Theodore Roosevelt and Woodrow Wilson, the diplomacy of the early twentieth century, the causes and results of World War I, the Republican presidencies of the 1920's, the New Deal administration of Franklin D. Roosevelt, isolationism and neutrality in the inter-war period, and the American home front during World War II. There will be a required reading list of approximately six books, two shorter writing assignments, and three major examinations, including the final.

**History 30628****American Legal History****RODRIGUEZ****TR 5:00 – 6:15****Course Reference Number: 183938**

This seminar format course provides an overview of American legal history from colonial times to the modern civil rights era. Readings cover the American revolution and constitutionalism, slavery and early civil rights, labor unions, and the rights of women, African-Americans, Asian-Americans, and Latinos. We will also consider the law's response to social upheaval in times of crisis and rapid change in American society.

**History 30634****Men, Women, and Work in American History****WHITE****TR 11:00 – 12:15****Course Reference Number: 19229**

Why do Walmart's current advertising campaigns idealize the 'stay-at-home mom'? Conversely, why does Congress require that mothers on welfare be sent out to work? This course will introduce students to a broad view of American social history that foregrounds the gendered aspects of work and asks students to examine the meaning of work in American history from the colonial period to the 21st century. This broad historical perspective is especially crucial to the examination of the construction of current beliefs about work in the United States since changing gender ideologies dictated the work experiences of large race- and class-defined segments of the population. On one level, this approach allows for the recovery of women and girls' contributions to the formal and informal economies, including their work activities within the household. Male work practices will be similarly illuminated through a gender studies approach. Hence, an overarching purpose of the course will be to explore the fluidity and instability of those conceptions of work that were applied alternately to masculine as opposed to feminine occupations, just as they were alternately applied to white versus non-white, free versus enslaved, and public versus domestic activities.

**History 30641****Working to Eat: A Labor History of American Food****GRAFF****MW 3:00 – 4:15****Course Reference Number: 18399**

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

**History 30642****American Sports, Recreation and Leisure****A.COLEMAN****MW 3:00 – 4:15****Course Reference Number: 19231**

What do Cedar Point, Comicon, and Bookstore Basketball have in common? How about the Aspen Music Festival, Smoky Mountain National Park, and Netflix? Recreation and leisure are a huge part of American life. What we do for fun reflects who we are and what we aspire to be. It can also tell us a lot about America's cultural ideals, social relations, economic institutions, and public policies. Recreation and leisure practices, for instance, are part of our educational system, the basis for major businesses, built into our everyday landscapes, and fused into consumer culture. How can understanding what we do for fun help us understand American culture and society in new ways? This class will examine a range of American recreation and leisure practices in the 19<sup>th</sup> and 20<sup>th</sup> centuries via themes of work, landscape, and identity. In addition to course readings and smaller written assignments, students will produce an interdisciplinary final project that speaks to their specific interests and research questions.

**History 30752****Black Chicago Politics****PINDERGUGHES****TR 2:00 – 3:15****Course Reference Number: 19302**

This course introduces students to the vast, complex and exciting dimensions of Black Chicago Politics. First, institutional structures, geographic distribution and population characteristics will inform students about the sociodemographic background of the African American population in the city. Second, the course explores varying types of political expression that have developed over more than a century, including electoral politics, mass movements, partisan politics; it will also examine the impact of the Chicago machine, and of the Washington era on the political and economic status of African Americans in the city. Third, public policy developments in housing, education and criminal justice will be discussed. Fourth, the course also compares Black political standing with other racial and ethnic groups in the city. Finally, the course will introduce students to the long tradition of social science research centered on the city of Chicago. **This course does not satisfy the University History Requirement.**

**History 30753****U.S. Civil Rights History: Chicanos****RODRIGUEZ****TR 3:30 – 4:20****Course Reference Number: 18402**

The "Chicano Movement" for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post World War II era.

**Students enrolled in History 30753 must also take History 32753 a weekly tutorial**

**History 32753 01****F 9:35 – 10:25****Course Reference Number: 18423****History 32753 02****F 10:40 – 11:30****Course Reference Number: 18424**

**History 30808****History of American Education, Race, Politics****COLLIER****MW 11:45 – 1:00****Course Reference Number: 16365**

American Education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the History of Education in America from 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from Kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

**History 30891****American Wilderness****A.COLEMAN****MW 11:45 – 1:00****Course Reference Number: 15547**

Wilderness is an inherently slippery category, but it has proven vital to Americans' understandings of themselves and their nation. This course will explore the relationship between Americans and the places we have defined as wild. Using approaches from environmental history, cultural geography, and landscape studies, we will consider how understandings of wilderness have changed throughout the 19th and 20th centuries, how race, class, and gender have influenced Americans' interactions with wilderness, and how wilderness has become politicized in different ways.

**History 40605****Africana Studies Seminar: Race and the Civil War****MW 11:45 – 1:00****STELLUTO****Course Reference Number: 19343**

This seminar will focus on 19th century American history. Specifically, the course will examine the relationship of race to the Civil War.

**History 40628****African-American Resistance****PIERCE****TR 11:00 – 12:15****Course Reference Number: 16211**

Through a close examination of 12 historical events, we will study African-American resistance in the United States from the 17th century through the 20th century. We will employ a case-study method and seek to categorize and characterize the wide variety of African-American resistance. Our study will include the politics of confrontation and civil disobedience, polarization of arts, transformation of race relations, the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the Civil Rights and Black Power movements. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions. Music and film will supplement classroom discussions.

**History 40853****U.S. and the Vietnam War****BRADY****MWF 8:30 – 9:20****Course Reference Number: 18430**

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 40885****The Meaning of Things****WHITE****TR 2:00 – 3:15****Course Reference Number: 19230**

"The Meaning of Things" asks how objects as diverse as a ND class ring, a pair of jeans, a Lava Lamp or an iPod acquire meaning and value. This seminar will introduce students to a range of practices relating to consumption in American history. We will investigate the gendered aspects of production, marketing, buying and using goods as these impact not only on gender, but also on the construction of a range of identities. This will lay the foundation for students to write substantive individual research papers on a "thing" of their choice.

**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 any courses that also satisfy the pre-1500 requirement or other major breadth categories.

**History 10990/20990****Environment & Civilization****FERNANDEZ-ARMESTO****MW 8:30 – 9:20****Course Reference Number: 12600/18358**

This course is about how some societies transform the environment by radically interventionist strategies: highly selective breeding and winnowing of species, intensive agriculture, and city building.

We investigate how and why this "civilizing ambition" has functioned and failed in a variety of settings, and compare its effects with those of other strategies adopted by less ambitious societies. We approach the history of the world not by the usual strategy of classifying events according to the periods or cultures in which they occurred but by using different environments as our units of enquiry, looking at tundras and taigas, arid deserts, forests of different kinds, alluvial soils, grasslands, highlands, and coastal and marine environments, and seeing how people have exploited the peculiar opportunities and responded to the challenges of each.

**This course also satisfies the History major pre-1500 requirement.**

**Students enrolled in History 10990 or 20990 must also take History 12900 or 22900, a weekly tutorial.**

**NOTE: The seats in HIST 20990 are open to sophomores, juniors, and seniors, while the seats in HIST 10990 are available only to first-year students.**

**History 12990 01****F 8:30 – 9:20****Course Reference Number: 18346**

**History 12990 02**  
**F 9:35 – 10:25**  
**Course Reference Number: 18347**

**History 12990 03**  
**F 8:30 – 9:20**  
**Course Reference Number: 18348**

**History 12990 04**  
**F 10:40 – 11:30**  
**Course Reference Number: 18349**

**History 22990 01**  
**F 8:30 - 9:20**  
**Course Reference Number: 18539**

**History 22990 02**  
**F 9:35 – 10:25**  
**Course Reference Number: 18360**

**History 20975/30975**

**Making Australia**

**MISCAMBLE**

**MW 1:30 – 2:45**

**Course Reference Number: 16492/15193**

The struggle to 'make' Australia, as opposed to replicating Britain, got underway early on after European settlement, and it has been in process ever since. This course will seek to understand this nation-building process. Most of the course will be devoted to examining the major issues in Australia's history, beginning with an appropriate treatment of Aboriginal history through to the present debates over Australian identity and the nation's future. The final part of the course will explore important issues in contemporary society and culture. This course will have special interest for students who either have studied or plan to study in the Notre Dame Australia program. (It is of special benefit to the latter group.) In addition to reading 5-6 books, students must view a number of important Australian documentary and feature films. A willingness to participate in extracurricular activities is a prerequisite for the course. (Please don't sign up for the course if you can't attend out-of-class events.) The course will involve lectures and some discussion. Students will write two review essays, a number of short reaction papers on the films shown, and take mid-semester and final examinations.

**Note: The seats in HIST 20975 are available only to sophomore students.**

**History 30551**  
**Technology in History**

**HAMLIN**

**MWF 11:45 – 12:35**

**Course Reference Number: 18392**

A thematic survey of the history of technology, from the Neolithic discovery of agriculture to the information age. Topics include the chemistry and metallurgy of antiquity (high-tech ca. 1000 B.C.), technology in Christian theology; the power revolution of 1200; arms races from the 15th century onward; the marriage of art and science; the industrial, agricultural, transport and communications revolutions; the American system of manufactures; the evolution of the engineering profession; and modern efforts to plan the technological future. These topics form the basis for exploring the following themes: How does technology change? How did

we get where we are - do we have the technology now that we must have, should have, or need to have? What guides technical creativity? How have social effects of technologies been assessed and dealt with? How have technologies fundamentally changed ordinary life and societal organization? **This course also satisfies the major's pre-1500 requirement.**

**History 30987**

**Canada: The North American Alternative**

**NOLL**

**MW 10:40 – 11:30**

**Course Reference Number: 18418**

This course offers an introduction to Canadian history that is designed especially for American students. While serious attention is devoted to the important phases, problems, personalities, and prospects of Canadian history considered as subjects in their own right, the question of comparison with the United States is always in view. Why, as examples of differences with the United States, has Canada possessed a national system of universal health care for at least two generations? What difference did it make for Canada to have two founding peoples (French, English) and two founding religions (Catholic, Protestant)? How did Canada's evolution into modern nationhood make it different from the United States with its revolutionary origins? Why does every Canadian province provide some kind of financial support for private schools, including religious schools? What are the advantages and disadvantages of Canada's parliamentary democracy compared with the United States' democratic republic? These and similar questions will be explored through readings in books and Canadian periodicals, through some viewing of Canadian media, and through student writing and discussion. Small-scale research projects using Canadian primary sources will also be required. **This course also satisfies the major's US breadth requirement.**

**Students enrolled in History 30987 must also take History 32987 a weekly tutorial.**

**History 32987 01**

**F 10:40 – 11:30**

**Course Reference Number: 18427**

**History 32987 02**

**F 11:45 – 12:35**

**Course Reference Number: 18428**

**History 30992**

**The Changing Face of War: An Introduction to Military History**

**VARDI**

**TR 2:00 – 3:15**

**Course Reference Number: 16654**

This course's aim is dual: it is meant to introduce students to the rich history of military affairs, and at the same time to examine the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What is the role technology plays in transformation in military affairs? What is a military revolution and can it be 'manufactured' or induced? Chronologically following the evolution of warfare from Ancient Greece to present-day so-called 'new wars', we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. This course also satisfies the History major pre-1500 requirement.

**History 30994****Inequalities: Poverty & Wealth in World History****BEATTY****MW 11:45 – 1:00****Course Reference Number: 18928**

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today's world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from US, Latin America, Africa, Asia, as well as from Europe.

**History 30999****Rise and Fall of World Communism****MCADAMS****MW 9:35 – 10:25****Course reference Number: 18881**

For most of the twentieth century, communist states, like the Soviet Union and China, represented the greatest political, ideological, and military challenges to the western world. But now, most of these states are gone; of those that still exist, only one (which one?) can credibly live up to the bloody examples set by Josef Stalin and Mao Zedong. In this course, we will draw upon an eclectic mix of approaches from political science, history, sociology, and political philosophy to make sense of both the rise and the demise of the communist phenomenon. Rather than focusing on only one country or region, we will consider an array of different cases. These will include not only the Soviet Union and China but also such fascinating examples as Cuba, Vietnam, East Germany, Poland, Romania, Yugoslavia, and—my favorite--North Korea. There are no prerequisites for this course, although I do hope you will be inclined to view world communism as one of the most intriguing political movements of all time. **This course does NOT satisfy the University History Requirement.**

**Students enrolled in 30999 must also take POLS 32487, a weekly tutorial:**

**POLS 32487 01****F 9:35 – 10:25****Course Reference Number: 18619****POLS 32487 02****F 9:35 – 10:25****Course Reference Number: 18620****POLS 32487 03****F 11:45 – 12:35****Course Reference Number: 18621****POLS 32487 04****F 11:45 – 12:35****Course Reference Number: 18622**

## **Special Major Courses (Open only to History Majors)**

### **History Workshop (HIST 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**

**MARTIN**

**MW 1:30 – 2:45**

**Course Reference Number: 10027**

#### **History 33000 02**

**COLEMAN**

**TR 9:30 – 10:45**

**Course Reference Number: 10026**

#### **History 33000 03**

**FAULKNER**

**TR 2:00 – 3:15**

**Course Reference Number: 15194**

### **History 33005**

#### **Exploring History Beyond the Classroom**

**GRAFF**

**TR 12:30 – 1:45**

**Course Reference Number: 14664**

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 discussion, 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 for History.**

### **History 35000**

#### **History Internship**

**GRAFF**

**Course Reference Number: 14113**

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 43440**

**SEM: Northern Ireland Troubles**

**SMYTH**

**MW 11:45 – 1:00**

**Course Reference Number: 18431**

This discussion-based seminar explores the history of the six north-eastern counties of Ireland which became "Northern Ireland" in 1920/1. Northern Ireland remained part of the United Kingdom and had a built-in protestant unionist majority. The Catholic minority, alienated from the state from the outset, looked across the new border and to Dublin, capital of the Irish Free State, as the true site of their allegiance. Northern Ireland was thus, from the beginning, dysfunctional, scarred by sectarian violence and systematic discrimination in housing and employment. After examining the origins of the state and the early decades of its existence the seminar will turn to its main concern "the troubles" which broke out in the late 1960s. The major episodes under scrutiny include the civil rights movement, Bloody Sunday, the hunger strikes, and the Good Friday Peace Agreement. Students are obliged to produce a twenty-five page essay based on original research, and many are expected to draw on the rich microfilm archive of "the troubles," the Linenhall Collection, held in the Hesburgh Library.

### **History 43555**

**SEM: The Nazi "New Order" in Europe**

**VARDI**

**TR 9:30 – 10:45**

**Course Reference Number: 18432**

What were the Nazi aims, plans and policies during the twelve years of the 'Nazi Era' in Germany and Europe? This seminar will introduce students to both factual grounding and competing concepts interpreting Nazism's nature, actions, and place in European history. Using primary and secondary sources we will examine Nazi Germany's decisions and practices in order to determine Nazi ideology and its relations with domestic, foreign, economic, demographic and other policies; the dynamics of Nazi Germany's extermination project; terror and welfare, German resistance, Nazi rule, collaboration and resistance in occupied Europe, the end of the Nazi regime, and its implication on post-war Germany and Europe.

### **History 43600**

**SEM: The City in Early America**

**CANGANY**

**TR 2:00 – 3:15**

**Course Reference Number: 18433**

"The City in Early America" is a contradiction in terms: by the time of the American Revolution, perhaps only 30% of American colonists lived in urban spaces. Philadelphia, America's largest city, boasted just 40,000 people. (London, by contrast, had a population of nearly one million.) And yet, America's cities in this period were vital to the economic, social, cultural, political, and intellectual development of what we now call the United States. In this seminar, we will unravel the contradiction, studying how and why five American cities (Philadelphia, Boston, Charleston, New Orleans, and Kingston, Jamaica) developed during the long eighteenth century, and determining what extraordinary effects—despite their limited sizes and populations—they had on the emergent nation. By applying urban history methodologies used for nineteenth- and twentieth-century cities to earlier source material, we will not only consider the circulations and developments of the eighteenth-century Atlantic world (and the American colonies' participation in and

contributions to them), but also understand how and why America would become a decidedly urban landscape. This course culminates in a major research paper based on primary sources.

**History 43756**

**SEM: Era of Franklin D. Roosevelt**

**BLANTZ**

**MW 11:45 – 1:00**

**Course Reference Number: 18434**

The purpose of this course is threefold: first, through readings and discussions to give the student a good understanding of United States history during the presidency of Franklin D. Roosevelt, 1933-1945, the critical years of the Great Depression and World War II; second, to enable the student to research and produce a scholarly research paper of approximately twenty-five or thirty pages on a topic of his or her choice during this period; and third, to improve one's writing skills by producing a paper unified and coherent in structure and persuasive in argumentation. Possible areas of discussion and research are President Roosevelt's New Deal efforts of raise the country from the Depression; various public works programs; the growth of labor and rise of the CIO; conservative opposition to the Roosevelt program; the status of Black Americans; the role of women; the coming of World War II; the Roosevelt-Churchill collaboration; the home-front during World War II; the Atlantic Charter and the Yalta Conference; and the place of Roosevelt in the ranking of presidents.

**History Honors Program**

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

**History 53002**

**Honors Colloquium**

**THOMAS**

**W 3:00 – 5:30**

**Course Reference Number: 10198**

This course, open only to students in the History Honors Program, introduces students to the ways in which history is conceptualized, written, and argued about. Students approach these issues by reading and discussing the historiography of the instructor's chosen field or fields. The emphasis of the class will be on understanding how historians have framed their questions for research, in conversation with one another and with their own interests, and how their work, collectively and individually, has shaped the development and the research agendas of the larger discipline of history.

**History 58003**

**History Honors Thesis**

**GRAFF**

**Course Reference Number: 10157**

Working under the direction of one faculty, History Honors Program seniors research and write a thesis over the course of the senior year. They register for 3 thesis credits in both the fall and spring semesters.