

Welcome to the **Department of History's Spring 2012 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. 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 17
  - United States – beginning on page 18
  - Special (global, thematic, etc.) – beginning on page 24
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 a 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 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. Majors should consult the Department Seminars offered each semester and consult with their 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 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 the Director of Undergraduate Studies 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 the History Department's Director of Undergraduate Studies, Dr. Daniel A. Graff, 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 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: 20821)**

#### **United States Presidents**

**BLANTZ**

**TR 9:30 AM**

**(Major Breadth Category: US)**

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 year history of the United States.

### **History 13184 02 (CRN: 20862)**

#### **United States & the World**

**MCKENNA**

**TR 11:00 AM**

**(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, 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 (CRN: 20918)**

#### **World War II in Europe**

**KUNICKI**

**TR 11:00 AM**

**(Major Breadth Category: Modern Europe)**

From 1939 to 1945 nearly all European countries experienced military occupation by Nazi Germany, Fascist Italy, the Soviet Union, and/or other powers. These occupations posed to the subject people the dilemma of whether

to accommodate or oppose the occupation forces. For the politically committed, the dilemma was to decide between active collaboration and active resistance. As a consequence, nations were split by internal conflicts and civil wars that profoundly affected postwar history. In the course of the semester, we will examine guerrilla warfare, the conditions of military occupation, the political and intellectual atmosphere in Europe that encouraged both collaboration and resistance, and finally, the wartime and postwar retribution meted out for collaboration and war crimes.

**History 13184 04 (CRN: 21438)**

**Abraham Lincoln's America**

**GRAFF**

**TR 9:30 AM**

**(Major Breadth Category: US)**

This seminar will use the life of the republic's most celebrated president as a window to explore the transformations and continuities in American politics, cultures, economics, ideologies, and social 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 frequent 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 rural and small-town west; changing realities and conceptions of gender, family, childhood, and parental authority; the changing role 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), and students will 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.

**History 13184 05 (CRN: 24659)**

**Puritans in Popular Culture**

**CANGANY**

**TR 2:00 PM**

**(Major Breadth Category: US)**

Emblems of Thanksgiving, a byword for those hostile to social pleasures, Puritans occupy a prominent place in American popular culture -- a position they have held since the nineteenth century. Although New England's first colonizers have come to stand for everything from witchcraft and Communism to lineage societies and discount vitamins, the real Puritans were much more unassuming, making sense of their chaotic and unpredictable world by withdrawing from it and practicing intense moral purity. This course begins with a study of these seventeenth-century men and women, using their personal writings as a window into their religious beliefs, cultural practices, and worldview. We will then investigate the ways in which Puritans and Puritanism have been remembered and imagined in the nineteenth, twentieth, and twenty-first centuries. Aside from primary documents, we will also consider more recent sources, including Nathaniel Hawthorne's *The Scarlet Letter* (1850), Arthur Miller's *The Crucible* (1953), the CBS sitcom *Thanks* (1999), and the PBS reality series *Colonial House* (2004) to determine how and why Puritans possess such enduring prominence in American memory.

**History 13184 06 (CRN: 25566)**

**Anatomy of an African Rebellion**

**OCOBOCK**

**TR 3:30 PM**

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

The year is 1952. An uprising erupts across the fertile highlands and ridges of central Kenya. Rebels attack symbols of the British colonial regime: torching police stations, murdering European settlers, massacring African neighbors loyal to the British. They demand an end to colonial rule and restoration of African freedom. Aghast, the British respond with overwhelming force, killing tens of thousands of rebels and interning 150,000 men, women, and children in detention camps. This was the Mau Mau war. Mau Mau, its origins and aftermaths, are some of the most studied and controversial events in the history of Modern Africa. In this course, we will study the anatomy of this rebellion, examining the rebels, the conditions that compelled them to fight for freedom, and the British effort to preserve colonial rule. We will also investigate the historians who study Mau Mau, their methods, and their findings. Through our study of Mau Mau, we will familiarize ourselves with the historian's craft, how a people's past is remembered, researched, written, and contested.

## **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 30061 (CRN: 25568)/History 10061 (CRN: 28226)**

##### **Modern Africa**

##### **OCOBOCK**

##### **TR 11:00 AM**

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, 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 democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

#### **History 30082 (CRN: 28233)**

##### **Christianity in the Middle East**

##### **AMAR**

##### **TR 2:00 PM**

The spread of Christianity from Palestine to the West is well documented. Less well-known is the development of Christianity in the lands of its origin, the Middle East. This course introduces students to the largely untold story of Christianity that expresses itself in the native Aramaic language and culture of the Semitic East: the origins of the indigenous Christian churches of Syria, Lebanon, Iraq, and Iran. The development of these traditions will be viewed in relation to western/European forms of Christianity that have come to be viewed as mainstream and normative. The course concludes with an assessment of the impact of religious "fundamentalisms," the diaspora of Middle Eastern Christians throughout Europe and the United States, and the contemporary state of Christianity in the Middle East. **This course also satisfies the major's pre-1500 requirement.**

**History 30083 (CRN: 25569)**

**Medieval Iranian World**

**TOR**

**MW 10:40 AM, with co-requisite tutorial on Fridays:**

**HIST 32083 01, F 10:40 AM (CRN: 28255) or HIST 32083 02, F 11:45 AM (CRN: 28254)**

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the 'Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions, in all areas of Islamic civilization- cultural, religious, military, and political- culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world- today's Iran, Afghanistan, and Central Asia- helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

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

**History 30086 (CRN: 28234)**

**Society, Culture and State in Modern Israel**

**KAUFMAN**

**MW 11:45 AM**

This class surveys the political and social history of the state of Israel from the beginning of Zionism in the late 19<sup>th</sup> century to the present. Chronologically, we will explore the ideological and practical foundations of Zionism, the history of the pre-state era and the crystallization of a Jewish polity in Palestine, and of the state of Israel from its establishment in 1948 war until the recent past. Thematically, we will analyze the different social and political groups that form the Israeli society, certain foundational myths and their dissolution and the Arab-Israeli conflict and its impact on state and society in Israel. We will also dedicate some time to discuss US-Israeli relationship.

**History 30106 (CRN: 25571)**

**Modern South Asia**

**SENGUPTA**

**MW 9:35 AM, with co-requisite tutorial on Fridays:**

**HIST 32106 01, F 9:35 AM (CRN: 28257) or HIST 32106 02, F 10:45 AM (CRN: 28256)**

Home to over a billion people, just over 23% of humanity, the South Asian subcontinent is a fascinating laboratory in which to analyze the unfolding of such themes in modern history as colonialism, nationalism, partition, decolonization, post-colonial democracies, the modern state, economic development, center-region problems and relations between Asia and the West. The course will consider critical themes in social, political, economic, and cultural history, which will include imperialism, capitalism, nationalism, religious politics, regionalism, ethnicity, globalization, diaspora, ecology, social inequality, and gender, development, and democracy. It will not only provide a lively historical narrative told through lectures based on scholarly research and primary texts, but will also seek to embellish this narrative with the perception and articulation of vision and

sound, as well as with readings from representative genres of South Asian literature.

**History 30120 (CRN: 25572)**

**Modern Japan**

**THOMAS**

**MW 3:00 PM**

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 30143 (CRN: 29425)**

**Chinese Ways of Thought**

**JENSEN**

**TR 11:00 AM**

This is a special-topics class on religion, philosophy, and the intellectual history of China. Conventionally it is assumed that the religion and philosophy of the Chinese can be easily divided into three teachings: Daoism, Buddhism, and "Confucianism." This class questions this easy doctrinal divisibility by introducing the student to the world-view and life experience of Chinese as they have been drawn and local cultic traditions, worship and sacrifice to heroes, city gods, earth gods, water sprites, nature deities, and above all, the dead. China's grand philosophical legacy of Daoism, Buddhism, "Confucianism," and later "Neo-Confucianism" with which we have become familiar in the West, derived from the particular historical contexts of local practice and it was also in such indigenous contexts that Islam and later Christianity were appropriated as native faiths. **This course also satisfies the major's pre-1500 requirement.**

**History 40180 (CRN: 25629)**

**Gandhi's India**

**SENGUPTA**

**MW 4:30 PM**

The dominant figure in India's nationalist movement for nearly thirty years, M. K. "Mahatma" Gandhi has also been the twentieth century's most famous pacifist, and a figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi's career against the background of events in London, South Africa, and India. Examines the evolution and practical application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society and state. Gandhi's influence on Indian politics and society is critically assessed and his reputation as the "apostle of non-violent revolution" examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: how far did the distinctive character of Gandhian politics derive from his absolute commitment to India's nationalist

struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political wiliness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course. History majors may use this course to satisfy the Department Seminar requirement if they arrange with the instructor to write a longer research paper.

## **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 30221 (CRN: 28235)**

#### **Democracy and the Greeks**

**BARON**

**MW 1:30 PM**

This course builds on CLAS 30105, The History of Ancient Greece, and examines the theory, practice, and development of ancient Greek, especially Athenian, democracy. Particular attention is devoted to comparing ancient with modern forms of democracy. Among the special topics studied are the origins of democracy, its advantages and disadvantages as a form of government, Greek ideas of alternatives to democracy, and democracy as an abiding legacy of Greek civilization to the modern world.

### **History 30231 (CRN: 28236)**

#### **Roman Law and Governance**

**MAZUREK, T.**

**MWF 9:35 AM**

An introduction to the nature and influence of Roman law, one of the most celebrated and distinctive elements of ancient Roman culture. The course surveys the development of Roman civil and criminal law from the very early and enigmatic *Twelve Tables* to the very late and amazingly great *Digest of Justinian*. Topics covered include legal procedures, the creation of law, and Roman jurisprudence, all of which are studied in the broad context of Roman government and administration. The lasting effects of Roman law on modern legal systems are also considered.

### **History 30234 (CRN: 28237)**

#### **Archaeology of Pompeii & Herculaneum**

**HERNANDEZ**

**TR 3:30 PM**

The eruption of Mount Vesuvius in A.D. 79 buried two thriving Roman cities, Pompeii and Herculaneum, in a prison of volcanic stone. The rediscovery of the cities in modern times has revealed graphic scenes of the final days and an unparalleled glimpse of life in the ancient Roman world. The course examines the history of excavations and the material record. Topics to be discussed include public life (forum, temples, baths, inns, taverns), domestic life (homes, villas), entertainment (amphitheater), art (wall paintings, mosaics, sculpture), writings (ancient literary sources, epigraphy, graffiti), the afterlife (tombs), urban design, civil engineering, the

economy, and themes related to Roman society (family, slavery, religion, government, traditions, diet).

**History 30236 (CRN: 28938)**

**Slavery & Society in Classical Antiquity**

**BRADLEY**

**MW 11:45 AM**

This advanced course in ancient history examines the role played by slavery in the societies of ancient Greece and Rome (particularly Rome). Topics studied include how Greeks and Romans acquired slaves, the jobs and occupations to which slaves were assigned, how slaves were treated by their owners, and how they responded to enslavement (the revolt of Spartacus included). Attention is also paid to Greco-Roman theoretical views about slavery, including Christian views. Slavery is one of the least attractive features of Greco-Roman antiquity, but some understanding of it is crucial to understanding the nature of classical culture. The subject raises questions about freedom, exploitation, and human rights that have special contemporary relevance.

**History 30250 (CRN: 23506)**

**World of the Middle Ages**

**CONSTABLE**

**MW 1:55 PM, with co-requisite tutorial on Fridays:**

**MI 22001 01, F 12:50 PM (CRN: 23368) or MI 22001 02, F 12:50 PM (CRN: 23369), or MI 22001 03, F 1:55 PM (CRN: 23370), or MI 22001 04, F 1:55 PM (CRN: 23505)**

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 30260 (CRN: 28939)**

**Exploring Late Antiquity**

**MULLER**

**MW 3:00 PM**

This course will explore the transformation of the Roman World from about 300 to 600 AD. We will ask: was the "fall" of the Roman Empire a civilizational catastrophe? Or was it a slow, messy process blending continuity and change? Or was late Antiquity itself a dynamic and creative period? Our emphasis will fall on the changing shape of Roman public life; the barbarians and their relations with Rome; the emergence of the Catholic Church; the triumph of Christian culture; and literature, art, and architecture in the late imperial world. There will be a midterm and a final. Students will write either one term paper or a series of shorter papers. Readings will emphasize primary sources.

**History 30283 (CRN: 28940)**

**Medieval Saints and Sinners**

**ZURRO**

**MWF 9:35 AM**

This course examines the history of the Christian laity in medieval Western Europe. A religious worldview united all baptized medieval Christians, from learned clerics to illiterate peasants. This worldview and imagination produced some of the most powerful and enduring symbols and practices of Western Christianity. With the help of images, primary sources and secondary readings, we will discuss topics in the religious experience of these Christians. Special attention will be given to religious instruction and rituals; the material culture of lay religious life; to devotions to Christ, the Virgin Mary, and saints; and to pilgrimages and beliefs about the afterlife.

**History 30290 (CRN: 28238)**

**Castles & Courts in Medieval Europe**

**BOULTON**

**TR 2:00 PM**

The expanded title of this course is Castles, Castellannies, 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 30291 (CRN: 28239)**

**Politics & Religion in the High Middle Ages**

**VAN ENGEN**

**TR 11:00 AM**

This course considers the intersection between political action and religious claims in medieval Europe. Virtually all the powers--kings and popes, princes and bishops--claimed to act on religious principle and in accord with transcendent notions of virtue or world order. And yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the investiture contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the spiritual Franciscans and on conciliarism. Two papers based on primary sources, one midterm, and a final.

**History 30335 (CRN: 28799)****Dante's Italy: Italy in the Middle Ages****MILANI****TR 9:30 AM**

It is difficult to understand the works of Dante or Giotto without having some knowledge of the Italy of their times. The course will provide an introduction to the economic, social, political and cultural history of Italy from about 1050 to 1350 with particular focus on the communal cities of the center and north peninsula. Among the topics to be covered there will be: the growth of rural economy, the emergence of an urban class of knights, the commercial revolution, the rise of city communes, the mechanisms of government, the internal conflicts, the diplomatic and military relations between cities and other powers. Each topic will be introduced through formal lectures, and then illustrated through the reading of primary sources and chronicles in translation, images, and scholarly papers. In this way the course will also act as a discussion on how historical developments can be reconstructed from the analysis of medieval documents and modern research.

**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 10400 (CRN: 28227)****Western Civilization since 1500****MARTIN****MW 11:45 AM, with co-requisite tutorial on Fridays:****HIST 12400 01, F 11:45 AM (CRN: 28231) or HIST 12400 02, F 11:45 AM (CRN 28230) or HIST 12400 03, F 10:40 AM (CRN 28229) or HIST 12400 04, F 12:50 PM (CRN 28228)**

This course will provide a comprehensive overview of European history over the last four centuries. During this period European states emerged as powerful institutions, extending their control over the peoples of Europe, and battling with each other for territory, subjects, and status, both in Europe and throughout the world. The enormous growth of state power provoked opposition from both elites and ordinary people. This course will explore resistance to the state as well as tracing its growth, with special attention paid to the English revolution in the 17th century, the French and Russian revolutions in 1789 and 1917, and the collapse of the Soviet empire in the late 20th century. Particular attention will be paid to the development of the ideologies of liberalism, socialism, and nationalism, which defined new relationships between people and their states in the 19th and 20th centuries. The changing status of women, and the emergence of feminism as another ideological alternative, will be dealt with as well. The conflicted relationship between Europe and its colonial territories will constitute another major theme.

**History 30352 (CRN: 28240)**

**Storming Heaven: Christianity in the Reformation Era**

**GREGORY**

**MW 10:40 AM, with co-requisite tutorial on Fridays:**

**HIST 32352 01, F 10:40 AM (CRN: 28259) or HIST 32352 02, F 11:45 AM (CRN: 28258)**

A narrative history of Christianity in Western Europe from c. 1500-c. 1650, which takes an international and comparative perspective, including Catholicism, Protestantism, and radical Protestantism. Topics covered include Christianity on the eve of the Reformation, Christian humanism, Luther and the German Reformation, the Peasants' War and Anabaptism, the English Reformation, Calvin and Calvinism, Catholic Reform and the Council of Trent, the French Wars of Religion, confessionalization, the Thirty Years War, and the English Revolution. Major themes include matters of religious content (doctrinal positions and devotional sensibilities), the relationship between different Christian groups and political regimes, the impact of religious changes across the population, and the definitive emergence of Christian pluralism.

**History 30403 (CRN: 28941)**

**Atlantic Empires from Discovery to Revolution**

**WILLIS**

**MWF 12:50 PM**

This course will explore the various European empires in the Atlantic Basin from 1492 - 1830. The primary goal of the course will be to compare and contrast the various ideas and events that shaped European imperial expansion across the Atlantic Ocean. It will focus primarily on the British, French and Spanish empires and their various goals and motivations for seeking empire. The course will explore the religious, economic, cultural and intellectual currents in the Atlantic world. In doing so it will seek to also understand how historical events and national differences shaped the imperial histories of the Atlantic world. As part of its larger goals the class will explore the notion of the Atlantic world and encourage students to engage with history beyond national boundaries. In comparing the various empires students will be exposed to the ways in which states individual qualities shaped their empires, but also how certain ideas and events went beyond national boundaries. The texts in the course will provide not only a historical narrative, but also a basis to explore the variety of experiences and ideas that may, or may not, have created an Atlantic world.

**History 30410 (CRN: 28241)**

**Tudor England: Politics & Honor**

**RAPPLE**

**TR 2:00 PM**

A thematic survey of Great Britain during the long 19th century, from the impact of the French revolution in 1789 to the first World War I in 1914. The period saw the emergence of many of the most characteristic and most controversial features of the modern world, such as industrialism, capitalism, the welfare state, the expansion of civil and political rights, and the colonial development of the nonwestern world. The course uses the three themes of introspection, innovation, and inquiry to understand these changes. Nineteenth-century Britain is known for its earnestness, the intensity with which its elites scrutinized their souls on everything from the foundations of faith to social responsibility to their own sexuality. It is known also for an enormous amount of social-technical innovation, planned and unplanned, of steam engines, sewers, and slums, of new ways of

organizing work and handling money, of new aspirations, of new classes and class relations, and of new modes of social organization and social control. Finally it is known as a time of passionate spirit of inquiry, a time of a massive increase in literacy and of hunger for knowledge, a time of immense confidence when it was felt that new knowledge from economics, sociology, biology, geography, and would provide true, rational, and fair answers to all political problems and conflicts.

**History 30412 (CRN: 28242)**

**17th-Century England: Divine kings, Puritan Consciences & Violent Actions**

**RAPPLE**

**TR 9:30 AM**

England's seventeenth century provides one of the most compelling epochs of human history, full of a cast of remarkable characters. Once Elizabeth I died in 1603, a new dynasty, the Scottish royal house, the Stuarts, came to the throne in the person of James VI & I. A new political dynamic ensued. Insoluble tensions arose between perceived licentiousness in high politics on one hand and puritan moral rigour on the other, between royal control of religion and a hankering after policies based on literal Biblical interpretation and also between a gaping royal treasury and public reluctance to contribute financially to the realm. These, and other factors, resulted in the unthinkable: the dissolution of the ties that had held English politics and society together. The Civil War (or "Great Rebellion", or "Puritan Revolution" depending on the interpretation favoured) that resulted gave rise to a welter of new constitutional ideas, religious experiments and virulent anti-Catholicism. These were all set loose as King and Parliament fought for domination of the country. We will pay particular attention to the figure of Oliver Cromwell, who came to command English politics both before and after the hitherto unimaginable public execution of the king (who many believed was God's anointed). We will also ask why the English after allowing their king to be executed and their toleration a substantial Interregnum subsequently restored Charles II, their erstwhile king's son, as monarch. Remarkable figures that we will encounter and evaluate include the Leveller John Lilburne, the poet John Milton, Praise-God Barebones (yes, that is a name) and the libidinous Samuel Pepys.

**History 30415 (CRN: 25605)**

**England since 1789**

**SULLIVAN**

**MW 1:30 PM**

The course involves, besides lectures, reading and thinking about and discussing both the history and the interpretation of major elements in the development of modern English politics, society, and culture. Requirements include regular class attendance and participation, midterm and final examinations, and 20 to 25 pages of writing associated with the small seminars into which the class will divide a few times during the semester.

**History 30455 (CRN: 28243)**

**History of Paris**

**KSELMAN**

**MW 9:35 AM, with co-requisite tutorial on Fridays:**

**HIST 32455 01, F 9:35 AM (CRN: 28260) or HIST 32455 02, F 10:40 AM (CRN: 28261)**

This course will approach the history of Paris as an entry point for studying the history of France. Four key themes will be the basis for organizing the material: the role of Paris as the political capital of the French state; the social relations of the people of Paris; the cultural life of Paris, a center for the development of ideas; and Paris as a destination for foreign travelers. **This course also satisfies the major's pre-1500 requirement and the Ancient/Medieval Europe breadth category.**

**History 30465 (CRN: 24990)**

**Modern Germany since 1871**

**CUCCHIARA**

**TR 12:30 PM**

This course examines modern Germany from national unification in 1871 to the recent unification of the two Germanies and beyond. We will investigate cultural, political, and social dimensions of Germany's dynamic role in Europe and in the world. Topics include Bismarck and the founding of the Second Reich, World War I and the legacy of defeat, challenge and authority in the Weimar Republic, the National Socialist revolution, war and Holocaust, collapse of the Third Reich, conflict and accommodation in East and West Germany, and unification and its aftermath. Class format will combine lectures with discussion of readings from political, social, literary, and diplomatic sources.

**History 30467 (CRN: 28244)**

**The "City of German Destiny": History and Memory in Berlin, 1910-2010**

**FAULKNER, DELLAROSSA**

**MW 11:45 AM**

**NOTE: This course includes a mandatory spring break excursion to Berlin and is available only to History majors by special permission of the instructor.**

Germany has stood at the center of many events during the twentieth century, from participating in one world war, instigating another, providing the threshold between east and west during the cold war, and then emerging at the end of the century as the third strongest economic power in the world, and the strongest on the European continent. How does Germany as a nation composed of individuals come together to confront its past, present and future? Historically, what forms of memorialization and commemoration has this confrontation taken? This course proposes to explore these questions and others by examining twentieth century Berlin, the capital city of Germany. Berlin presents a rich and varied memoryscape in which to investigate and scrutinize the role of history and memory in Germany, and the ways in which history and memory are represented, debated, contested, and transformed. As both the political and cultural capital of united Germany, and a literal symbol of divided Germany from 1945 to 1990, Berlin is a city overrun with versions of its past that simultaneously compete with and complement each other. This course challenges students to think about and understand how a nation comes together to deal with its past, and what lessons can be drawn from the moments when that nation fails to consider that past.

**History 30471 (CRN: 24991)**

**Imperial Russia, 1700-1861**

**MARTIN**

**MW 3:00 PM**

The course begins in the early 1700s with the reforms of Peter the Great, which made Russia into a highly centralized, powerful, oppressive society whose nobles grew wealthy and Europeanized while its peasants were reduced to poverty and serfdom. Successive tsars made Russia the greatest power of continental Europe while failing to reform its increasingly archaic sociopolitical order. As a result, the regime ultimately faced a restive peasantry, a radicalized intelligentsia, and deepening economic and military backwardness. The course concludes with the final, vain attempt by the monarchy in the 1860s-70s to stave off revolution by dismantling the system that Peter had created.

**History 30474 (CRN: 28245)**

**Russian History since World War II**

**LYANDRES**

**TR 11:00 AM**

This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of ideology, politics, and culture in Soviet and contemporary Russian society. We will explore the emergence of the Soviet Empire at the end of WW II, the experience of late Stalinism and post-Stalinist socialism, the collapse of the communist regime, and the disintegration of the Soviet Union in 1991, as well as Russia's uneasy transition "out of totalitarianism" during the last decade of the 20th century. Students will be asked to take two exams and to write a 10-page term paper.

**History 30481 (CRN: 28246)**

**Eastern Europe, 1900 through WWII**

**KUNICKI**

**TR 3:30 PM**

This course surveys the history of twentieth century Eastern Europe, the conglomeration of states and nations between Germany and Russia, stretching from the Baltic sea in the north to the Black and Adriatic seas in the south. The class aims to provide students with a basic understanding of the chronology of events and developmental processes in this part of Europe. It also attempts to answer the question whether 'Eastern Europe' is or is not a meaningful historical, political, and cultural construct. Themes include nationalism, the creation of nation-states and the influence of Great Powers, indigenous fascism, the role of the intelligentsia, Nazi occupation, Stalinism, the evolution of Communism and response from society. Finally, by employing participant accounts, novels, and films the course will introduce students to the cultures, traditions, and leading voices of the lands and peoples under discussion.

**History 30501 (CRN: 28247)****Early Modern Rome****MESERVE****TR 11:00 AM**

This course traces the interlocking histories of the papacy and the city of Rome from the Renaissance to the birth of the modern Italian state. Topics will include the rise and fall of the papal monarchy; cultural and intellectual life at the Vatican court; the urban fabric of Rome from the Renaissance to the Baroque; the peculiar strains of Roman society; and the tumultuous relationship, both political and cultural, between Rome and the rest of Europe from the Reformation to the age of revolution. The course will proceed chronologically, but will pause frequently to examine special topics including: the Renaissance cardinal and his household; Michelangelo's Rome; the building of St. Peter's; Jesuit science; the trial of Galileo; archaeology and antiquarianism; the Roman Carnival; the Inquisition; Bernini's Rome; the Grand Tour; Rome in the Romantic imagination; and Napoleon's Rome. Students will write several short papers in response to readings and visual materials, and take a midterm and a final exam.

**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 30925 (CRN: 28944)/History 20925 (CRN: 29481)****Comparing North & South America: Brazil & US in 20th-Century****GRAHAM****MW 1:30 PM**

This class will follow in the tradition of scholars who have studied the United States and Brazil comparatively for several generations. Many of the reasons for these comparisons are rather straightforward: Brazil and the U.S. have the largest populations and land masses of all the nations in the Americas. These countries are by far the major economic powerhouses in the Americas as well. Their immigration patterns - resulting in huge numbers of European, African, and Asian descendants - have striking similarities, yet significant differences. In addition to analyzing WHY such comparisons have been so popular, the class will seek new ideas to compare these two nations in the 20th and 21st centuries. Beyond mere comparison, however, the class will also assess how Brazil and the U.S. have related to and understood one other. We will evaluate topics ranging from U.S.-Brazil relations during World War II, to the depiction of Brazil as simultaneously dangerous, crime-riddled, beautiful, and super sexy in U.S. cultural representations. As such, students will learn about transnational and Atlantic World studies during this course, which have emerged as important and novel ways to think about, learn, and write history.

**This course also satisfies the major's United States breadth requirement.**

**History 40909 (CRN: 28265)**

**Gender & Colonization in Latin America**

**GRAUBART**

**MW 11:45 AM**

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish and Portuguese colonial worlds. This will entail thinking about gender and sexuality in the societies which “encountered” each other in the New World, and also thinking about how that encounter, as well as Atlantic slavery, produced new forms of gendered and sexual relations. Among the questions we’ll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender and class, determine people’s sense of themselves and their “others”? What were normative and alternative sexual roles in the pre-modern Americas, and how did a European Catholic conquest affect these? Readings will include monographs and primary sources. Students will write an extended research essay in this class, and History majors may use it for their departmental seminar in consultation with the instructor.

**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 10605(CRN: 22049)/History 20605 (CRN: 24420)**

**United States since 1877**

**MISCAMBLE**

**MW 10:40 AM, with co-requisite tutorial on Fridays:**

**HIST 12605 01, F 10:40 AM (CRN: 21658); HIST 12605 02, F 10:40 AM (CRN: 20020); HIST 12605 03, F 10:40 AM (CRN: 21703); HIST 12605 04, F 9:35 AM (CRN: 23959); HIST 12605 05, F 11:45 AM (CRN: 23960); HIST 12605 06, F 12:50 PM (CRN: 23961) / HIST 22605 01, F 10:40 AM (CRN: 24987) or HIST 22605 02, F 11:45 AM (CRN: 24988)**

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. Organized around the question of American "nationhood," 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 and Civil War.

**History 30602 (CRN: 24996)**

**The American Revolution**

**CANGANY**

**TR 11:00 AM**

When speaking of the American Revolution, many writers reach for a comment made by John Adams in 1818 that, "[T]he Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people. . ." Whether this assertion is true historically or not, it still does not adequately describe what that

revolution was. The American Revolution obviously had its political elements, primarily the formation of the United States. To reach its political goals, military means were necessary. Without a successful War for Independence, there would have been no revolution. To leave matters there, however, would be insufficient. A fuller understanding of the revolution would need to address how it affected the whole spectrum of American life. It would consider the revolution as a social movement that challenged the political and social hierarchies of the day. It would also ask how the revolution affected those who were not white males, especially women, slaves, and Native Americans. Without considering the possible negative implications of the revolution, any telling would be incomplete. This class will take up these challenges and attempt to make a full-orbed presentation of the events surrounding the American Revolution. It will introduce students both to elites and to those whom the popular narrative glosses over. It will attempt to count the losses, as well as the gains, which flowed from the move to independence from Britain. Finally, it will attempt to describe the many changes through this period, which resulted, not only in a new political nation, but in a new society and culture--changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

**History 30603 (CRN: 28248)**

**The New American Nation, 1787-1848**

**LUNDBERG**

**TR 12:30 PM**

This course offers an overview of America's "Founding Period"—its first decades as a nation under the Constitution. During this period, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. These decades were full of experimentation, change, and growing pains. Many elements of American political, social, economic, and cultural life were entirely up for grabs. In politics, many things remained untried and undecided, from the logistics of running a government, to the nature and level of popular participation in politics, the relationship between the national government and the states, and the place of the United States on the world stage. In American society, there were questions about what would become of the old colonial social structure and just who would count as a citizen. Disagreements over the nature and course of economic life produced bitter divisions, as did the new problem of defining a unified American culture. This course will examine this crisis-ridden period when Americans were struggling to define themselves and to ensure the survival of their political experiment.

**History 30609 (CRN: 22102)**

**US since World War II**

**BLANTZ**

**MWF 9:35 AM**

The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1945 through the presidency of George H.W. Bush. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal Program of President Truman, the Cold War, the Korean Conflict, the Eisenhower Presidency, the New Frontier, Vietnam, President Johnson's Great Society, the Civil Rights Movement, the Nixon years, the social and intellectual climate of this post-war era, and the presidencies of Gerald Ford through George H.W. Bush. There will be a required reading list of approximately six books, two smaller writing assignments, and three examinations.

**History 30621 (CRN: 28249)**

**Mexican-American History**

**RODRIGUEZ**

**TR 5:00 PM**

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas Revolution, and annexation of the American Southwest we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S. based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin-American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

**History 30622 (CRN: 28250)**

**American Consumer Culture in the Twentieth Century**

**MCKENNA**

**TR 2:00 PM**

This course is an introduction to the history of American consumer culture. We will study the rise of mass consumption in the early part of the century through the ascendance of niche consumption by the twentieth century's end. Along the way we will explore the impact of consumption practices on how Americans have experienced gender, race, ethnic, and class identities and the consequences of consumption for family life, faith, and politics. Primary and secondary sources will allow us to study the architects and architecture of a consumer society—from "Mad Men" to shopping malls and suburbs. Among other topics we will examine are the construction of a middle class American "standard of living" and the marketing of race and ethnicity. We will also consider the merits and limits of a "consumers' republic"—a consumer model of citizenship—and critical assessments of consumer culture and society from Sinclair Lewis to Naomi Klein.

**History 30623 (CRN: 29327)**

**Native American Histories**

**COLLIER**

**MW 11:45 AM**

This course will explore Native American literature, History, Arts, Perspectives, Government, and Law. However, it is important to remember that there is no singular "Native American" point of view. Rather, there are diverse perspectives, ideas, thoughts, movements, and priorities among more than 500 distinct cultural and linguistic groups who are the Indigenous people of the modern United States.

**History 30638 (CRN: 28251)**

**American Frontiers**

**COLEMAN**

**TR 9:30 AM**

This course tells the continental history of North America through its frontiers. We will visit meeting places, zones of interaction, and sites of violence and conquest between numerous Native, European, and American peoples. We will investigate both the opportunities individuals and groups found on their frontiers as well as the losses they endured there. Topics will include Native American history, comparative colonization, and the American West. Students interested in a course that spans and tries to make sense of John Smith and John Wayne, Pocahontas and Annie Proulx, should consider taking it.

**History 30654 (CRN: 28942)**

**Fashioning American Identities**

**WHITE**

**TR 11:00 AM**

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 30665 (CRN: 28943)**

**Slavery & the Writing of Black History**

**CARICO**

**MW 1:30 PM**

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history - as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections, we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle "slavery" and "freedom?" What's the relation between an enslaved past and a "free" present? And to whom does slavery's inheritance fall? **This course does not satisfy the university history requirement.**

**History 30705 (CRN: 25615)**

**US Foreign Policy to 1945**

**BRADY**

**MWF 8:30 AM**

This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the

major traditions in America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

**History 30805 (CRN: 25001)**

**US Foreign Policy in the Cold War Era**

**MISCAMBLE**

**MW 3:00 PM**

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. The principal topics of investigation will be wartime diplomacy and the origins of the Cold War; the Cold War and containment in Europe and Asia; Eisenhower/Dulles diplomacy; Kennedy-Johnson and Vietnam; Nixon-Kissinger and détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

**History 30888 (CRN: 29442)**

**American Saints**

**CUMMINGS**

**MWF 10:40 AM**

If all cultures and societies develop means and methods to honor people whose lives are deemed worthy of inspiration, the Catholic Church designates its heroes and heroines through a particularly detailed and elaborate process: canonization. This course uses the lives and canonization processes of American saints (including not only the nine Americans canonized thus far, but also many others at various stages in the process) to examine the following themes in the American past and present: immigration, politics, national identity, gender, race, sexuality, citizenship, and religion in American culture.

**History 30889 (CRN: 29443)**

**Off the Wall: Post World War 2 Art**

**DOSS**

**MW 3:00 PM**

This course covers art and culture in the United States of America from World War II through the early 1970s, focusing on art styles and movements ranging from Regionalism and Abstract Expressionism to Earthworks and early Feminist art. The "triumph of American painting" in the post-World War II era, links between art and politics, development of American art theory, intersections between the avant-garde, popular culture, consumer culture, and institutionalization of art museums and markets will be analyzed in detail. **This course does not satisfy the university history requirement.**

**History 30893 (CRN: 29328)**

**The United States-Mexico Border**

**RUIZ**

**TR 12:30 PM**

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 "Mexicanness" 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*.

**History 40630 (CRN: 25012)**

**Crime, Heredity, Insanity in US History**

**PRZYBYSZEWSKI**

**TR 3:30 PM**

The 19th century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. For many, a religious emphasis on humankind as sinful gave way to a belief in its inherent goodness. But if humans were naturally good, how could their evil actions be explained? Drawing on studies done here and abroad, American doctors, preachers, and lawyers debated whether environment, heredity, or free will determined the actions of the criminal. By the early 20th century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before?

**History 40857 (CRN: 28264)**

**History of Sport and the Cold War**

**SOARES**

**MW 4:30 PM**

This course will explore the ways that sport reflected the political, ideological, social, economic and military struggle known as the Cold War. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies in nations, and also illuminated relations among allies. Using a variety of readings, media accounts and film clips, this course will look at a number of crucial teams, athletes and events from the Cold War, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, "ping pong diplomacy", Olympic boycotts, Martina Navratilova and other Eastern European tennis stars, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more.

## **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 20999 (CRN: 28232)**

#### **Modern World History**

**CUCCHIARA**

**TR 3:30 PM**

This course traces the emergence of the modern world since 1500. The history of the modern world is in part the story of globalization, the increasing interaction and interdependence of cultures and peoples across continents. European conquests and colonization initiated this transformation of local places into global societies, and part of the course focuses on the ascendance of the West and on the responses of peoples in Asia, Africa, the Middle East, and the Americas to European military superiority. But the history of the modern world is not a one-dimensional tale of Western invasion and subjugation. This class therefore stresses and compares autonomous political, cultural, and socio-economic developments of empires, societies, and economies across all continents, such as the Qing Dynasty of China, the Mughal Empire of India, the Ottoman Empire of the Middle East and North Africa, the Empire of Japan, and the British Empire, that together have shaped and sustained the modern global world. The main thematic emphases of the course are: Conquest, technology, and trade; industrialization, wealth, and inequality; nation states, citizens, and revolutions; the age of ideologies, wars, and genocide; gender, culture, and religion; globalization and its socio-economic and ecological consequences.

### **History 30985 (CRN: 28252)**

#### **World History of 20th Century Christianity**

**NOLL**

**MW 12:50 PM, with co-requisite tutorial on Fridays:**

**HIST 32985 01, F 12:50 PM (CRN: 28262) or HIST 32985 02, F 11:45 AM (CRN: 28263)**

2 tutorials: 12:50; 11:45

A survey of the dramatic changes that have recently altered the face of Christianity in the world. For Catholics, Protestants, Eastern Orthodox, and the rapidly growing number of "independent" churches, the last century witnessed changes 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), 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 30986 (CRN: 28253)**

**Photography as History: Personal and Political**

**THOMAS**

**MW 11:45 AM**

Photographs are so much a part of our lives that we often fail to wonder at them or think about how we use them. This course explores photography's alliance (and tension) with histories both personal and political. We begin by considering photography as a private medium, a treasury of personal memories and a mode of self-exploration. We look at family photographs and albums, trying to understand what we are doing when we collect these. As we will find, reading works such as Roland Barthes's *Camera Lucida*, the photography's value for us personally rests on ontological questions as to the nature of the medium and on its relationship with language and larger social forces. With this realization in mind, we then turn to reading about photography as a public medium, the political histories it tells and the historical interventions it tries to make. This second half of the course explores photography's relationship with the state. The central, guiding question is how photography is used to substantiate and create histories of individuals and of nations. Readings and images will circle the globe from France, Germany and America to India and Japan.

**History 30995 (CRN: 29483)**

**War & the Modern World**

**SOARES**

**MW 3:00 PM**

Warfare has long been a persistent fact of international life; since 1914 it has involved many nations and peoples; triggered numerous diplomatic efforts to prevent, end or gain from it; brought so many political, social and technological transformations; and inspired cultural representations ranging from high art to the most crass commercial exploitation. To make sense of war and its impact on affected peoples and nations, this course will use a variety of readings, films and art to examine selected conflicts in different parts of the world since the outbreak of World War I.

## **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: 20439)**

**SMYTH**

**MW 11:45 AM**

**History 33000 02 (CRN: 20289)**

**FAULKNER**

**MW 3:00 PM**

### **History 33005 (CRN: 24187)**

#### **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 ([dgraff@nd.edu](mailto:dgraff@nd.edu)).**

## **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 40180 (CRN: 25629)**

**Gandhi's India**

**SENGUPTA**

**MW 4:30 PM**

The dominant figure in India's nationalist movement for nearly thirty years, M. K. "Mahatma" Gandhi has also

been the twentieth century's most famous pacifist, and a figure of inspiration for peace and civil rights movements throughout the world. This course offers an examination of Gandhi and the nature of his unconventional and often controversial politics. It charts Gandhi's career against the background of events in London, South Africa, and India. Examines the evolution and practical application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society and state. Gandhi's influence on Indian politics and society is critically assessed and his reputation as the "apostle of non-violent revolution" examined in the light of developments since his death in 1948. Some of the questions that will be discussed are: how far did the distinctive character of Gandhian politics derive from his absolute commitment to India's nationalist struggle? Was his success due to the force and originality of his political ideas and his advocacy of nonviolent action? Can his achievements be explained by political wiliness and pragmatism, or by willingness to embark on new experiments with the truth? Though helpful, a prior knowledge of Indian history is not required for this course. History majors may use this course to satisfy the Department Seminar requirement if they arrange with the instructor to write a longer research paper.

**History 40909 (CRN: 28265)**

**Gender & Colonization in Latin America**

**GRAUBART**

**MW 11:45 AM**

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish and Portuguese colonial worlds. This will entail thinking about gender and sexuality in the societies which "encountered" each other in the New World, and also thinking about how that encounter, as well as Atlantic slavery, produced new forms of gendered and sexual relations. Among the questions we'll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender and class, determine people's sense of themselves and their "others"? What were normative and alternative sexual roles in the pre-modern Americas, and how did a European Catholic conquest affect these? Readings will include monographs and primary sources. Students will write an extended research essay in this class, and History majors may use it for their departmental seminar in consultation with the instructor.

**History 43561 (CRN: 28266)**

**SEM: Religion, Politics, & Society in Modern Europe**

**KSELMAN**

**MW 1:30 PM**

This seminar will deal with some of the key problems in the history of religion in modern Europe. Students are expected to write a major research paper for the course, based on a topic and a set of primary sources chosen in consultation with the instructor. For the purposes of this course modern Europe begins with the French Revolution and concludes with the present, a period of just over two hundred years that witnessed enormous and significant changes in the relationship between church and state, in the cultural status of religion, and the ways in which individuals defined and enacted religious identities. The course will deal with key events and institutions, starting with the religious conflicts sparked by the French Revolution. We will then consider religious responses to the industrial revolution, and the ways in which churches and religious practice have been shaped by urbanization, the growth of the working class, and changes in family life and gender relations. The relationship between religion and modern political ideologies constitutes another major topic of the course,

which will deal with the the responses of Christians and Christian churches to liberalism, nationalism, and socialism, and to the totalitarian regimes of the twentieth century. We will conclude with some readings and discussion of the contemporary religious scene in Europe, looking particularly at the issues of secularization the status of Islam. Students will spend the first half of the course reading works that will introduce them to the historical literature on the history of religion in modern Europe, defining a topic that they will pursue for their essays, and identifying relevant primary and secondary sources. In the second half of the course students will concentrate on research and writing. They will meet individually with the instructor several times, and periodically with the class to discuss progress and findings.

**History 43604 (CRN: 28267)**

**SEM: US Civil War Era**

**NOLL**

**TR 2:00 PM**

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 43613 (CRN: 25014)**

**SEM: American Legal History**

**RODRIGUEZ**

**TR 3:30 PM**

This seminar-style course deals with the interaction between the legal system and social change in the United States from the 1600s to the 1980s. Primary emphasis is given to the 19th-century and 20th-century, two periods where American legal culture took on much of its fundamental character and adjusted to significant social change. Main themes include the relationships between law and development; individual rights in the public and private spheres; the development of the legal profession; the post-New Deal state; and the various US "rights" movements. Reading consists of primary sources documents and a short survey text. Grades will be based on a series of short papers and classroom discussion. Prior knowledge of American history is helpful but not required.

## **History Honors Program**

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

### **History 53001 (CRN: 20555)**

#### **History Honors Methods**

**TOR**

**M 3:00 PM**

This course is open only to juniors in the Department of History Honors Program. It has two agendas: (1) to introduce students to theoretical and practical foundations of historical method; and (2) to help get you started on your 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. You will work on multiple drafts of a research proposal, develop a bibliography, and begin your research in primary sources. By the end of the semester, you should be close to completing your research and beginning to write the first draft of your honors essay. This course will try to assist you in planning and budgeting your time toward the goal of minimizing the stress and maximizing the intellectual rewards of participating in the honors program.

### **History 58003 (CRN: 20879)**

#### **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.