

**HISTORY COURSES**  
**FALL 2002**

**110WW WESTERN CIVILIZATION FROM ANTIQUITY TO 1660 (ADVANCED COMPOSITION) (McLaughlin)**

Please see course description for 111LEC.

**111LEC WESTERN CIVILIZATION FROM ANTIQUITY TO 1660 (McLaughlin)**

A survey of western societies from prehistoric times to the seventeenth century. We will discuss the most important economic, social, political and cultural developments, emphasizing both the unique character of each society studied, and the role it has played in shaping the modern west.

There will be two lectures and one discussion section each week. Most readings are from primary sources (documents written during the times covered in the course) and from articles and books written by modern scholars. Requirements include three exams, two short essays, ten "microthemes" and class participation.

**111LC2 WESTERN CIVILIZATION FROM ANTIQUITY TO 1660 (Ramsbottom)**

"Western Civilization" refers to the history of the peoples who inhabit Europe and the cultures they have created around the world. It has also come to mean a set of principles and customs that broadly characterize these cultures—the struggle over legal and political rights, the development of a scientific approach to nature, and the expectation that orthodoxy will be balanced by individual freedom of inquiry. This course takes us from the very beginnings of large-scale society, through the rise and fall of classical empires, to the emergence of a militant Christianity in medieval Europe. As we trace the roots of these events, we will also discuss the societies of Africa and the New World in their interaction with "the West."

**112LEC WESTERN CIVILIZATION FROM 1660 TO THE PRESENT (Liebersohn)**

We will be examining the development of recent Western civilization in this course -- the transition from a world of peasants, artisans, and aristocrats to the democratic, industrial world that we inhabit today. What have been the driving forces behind the birth of the modern world? How did liberty, equality, and fraternity become its watchwords, and what has been their fate? These are among the key questions that the course will address.

Although the focus is on Western Europe, we will also examine the interactions between Europe on the rest of the world. This is a course about politics: about the conflict-ridden emergence of modern democracies, their struggle against traditional authority and modern dictatorship, and their inner

dilemmas as they have chosen among competing principles of liberty, equality, and community. It is a course about people: some of them highborn and famous, but also ordinary men and women -- peasants, slaves, artisans, factory workers, soldiers, and housewives. We will consider how all of them shaped our central concern, the world of modern democracy.

**112LC2 WESTERN CIVILIZATION FROM 1660 TO THE PRESENT (Ballantyne)**

This course is a critical examination of the making of 'Western civilization' from the middle of the seventeenth century on. Its central aim is to explore the forces that moulded 'western culture' in this period, especially cross-cultural contact, empire-building, colonization, migration and slavery. We will examine the ways in which these cultural encounters and forms of interdependence reshaped the world and the various roles they played in defining the boundaries of Europe and the nature of 'western culture': indeed, one of central aims of the course is to test Frantz Fanon's assertion that 'Europe is literally the creation of the Third World'. We will explore these questions through the close examination of a range of historical sources, from accounts of slavery to postcards, from historical novels to films.

**113WW WESTERN CIVILIZATION FROM 1660 TO THE PRESENT (ADVANCED COMPOSITION) (Liebersohn)**

Please see course description for 112LEC.

**150LC2 HISTORY OF THE UNITED STATES TO 1877 (ADVANCED COMPOSITION) (Hoxie)**

Please see course description for 151LC2.

**150WW HISTORY OF THE UNITED STATES TO 1877 (ADVANCED COMPOSITION) (Edelson)**

Please see course description for 151LEC.

**151LC2 HISTORY OF THE UNITED STATES TO 1877 (Hoxie)**

A survey of American history from the first encounter between Native Americans and Europeans until 1877 when the American Civil War was finally resolved at the end of the reconstruction era. During this three-hundred year time period European travelers transformed themselves from naïve adventurers into "Americans" who called the continent their homeland. At the same time all of the peoples of North America--those who came freely as settlers, those who were already resident there and

those who came as slaves or indentured servants--gradually came to see their settlements as part of something called "The United States of America." How did this happen?

This course will explore two major questions. First, how was it that the unstable settlements Europeans founded along the Atlantic became a nation? Through lectures, readings and discussions students will explore how his transformation and re-definition took place.

Second we will ask, why did the nation that emerged in North America develop a distinctive culture? Why is it not like countries with similar histories; countries like Canada, Australia, Argentina or South Africa? To answer this second question, students will pay special attention to four paradoxes that mark the American past. First, early settlers in North America favored democracy, but defended both slavery and the dispossession of Native Americans. Second, they created a system of self-government for men but not for women. Third, they promoted economic opportunity for all while protecting the economic privileges of the few. And fourth, they celebrated the beauty of their new homeland while desecrating its resources and hunting many of its creatures into extinction. This course will examine these puzzling aspects of American culture and the struggles they inspired. We will search not only for the sources of these paradoxes, but for evidence of their impact on the creation of a distinctive national culture. Students will embark on this search with the assistance of a textbook, a collection of primary documents, and a few additional readings. Students will take a midterm and a final examination and write one interpretive essay.

### **151LEC HISTORY OF THE UNITED STATES TO 1877 (Edelson)**

History 151 introduces students to the history of the United States from colonization through Reconstruction. Over the course of the semester, we will examine the trends, events, personalities, and ideas that influenced historical experience from a variety of scholarly perspectives. The political, economic, social, and cultural dimensions of historical change in colonial British America and the early United States compose the course's focus. Topics include the settlement of colonies, African slavery, Anglo-Indian relations, the changing American family, work and economic life, and the political backgrounds to the Revolutionary War and the U.S. Civil War. Students will gain familiarity with primary sources as well as secondary interpretations and will be encouraged to work on critical reading and writing skills. This course is designed to provide a foundation from which students can undertake more advanced course work in United States history.

### **151DS1 HISTORY OF THE UNITED STATES TO 1877 (Ratner)**

This survey of American History to 1877 will focus on the search for answers to a number of key questions. Among those questions are: Why did Europeans settle in the Americas? Why did English settlements take the shape they did? How did changes in European life influence American life? Why and to what extent did Americans imagine themselves to be one community? What were the key features of that community? Why were Americans pre-occupied with the defense of that community? Why, in 1861, did the American community divide and how once restored had it changed?

Class format will be a mix of lecture and discussion. Reading will be from a text and a collection of primary source materials.

### **152LEC HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT (Burgos)**

This course, a survey of the United States since emancipation, explores the varied responses to the transformation of the nation's economy, political arena, and social life since the late nineteenth century. In particular, we will give attention to the struggles of Americans along racial, gender, and class lines, especially as it illustrates how Americans struggled over the meaning of freedom, being/becoming an American, and attaining first-class citizenship. The course is therefore concerned more with how common Americans experienced these changes and helped to create such change. The twice-weekly lectures provide interpretations of key problems and periods. Discussion sections meet weekly to examine the issues raised by the assigned reading materials. Assessment will be on the basis of classroom work as assigned by section instructors, examinations, and a paper. Attendance at lectures is expected; participation in discussion required.

### **152LC2 HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT (Roediger)**

Evolution of an industrial, urbanized, and pluralistic society, grappling with domestic and global problems.

### **152U1 HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT (Leff)**

In collaboration with Unit One visiting scholar James Loewen, this discovery class will explore--and debate--and challenge--and consider more recent consequences of--the varied ways that Americans perceived and responded to the massive economic, political, and social changes confronting them in the late 19th and 20th centuries. Loewen's *Lies My Teacher Told Me* warns that too many U.S. history texts are "marred by an embarrassing combination of blind patriotism, mindless optimism, sheer misinformation, and outright lies ... [omitting] almost

all the ambiguity, passion, conflict, and drama from our past.” We’ll try to avoid that, while giving due attention to the competing voices and visions that still shape the diversity of the American experience.

**153WW HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT (ADVANCED COMPOSITION) (Burgos)**

Please see course description for 152LEC.

**160 COMPARATIVE ENVIRONMENTAL HISTORY: PEOPLE, CROPS, AND CAPITAL (Crummey)**

Same As ENVST 160

Satisfies the General Education requirement for Historical and Philosophical Perspectives and for Western Cultures

Linked to ATMOS/GEOG/GEOL 130, “People in the Earth System” as Foundations Courses.

**Simultaneous enrollment in ATMOS/GEOG/GEOL is required.**

“People, Crops, and Capital” explores major themes in environmental history with a special emphasis on agriculture and the different impacts it has had on the landscape throughout time and space. The course introduces students to basic thinking about the environment through reading and pondering on the writings of Aldo Leopold and Rachel Carson. It further introduced students to the issues involved in the global history of human land use and to the background of contemporary environmental problems. For this reason the course purposefully links discussion of a familiar milieu—the Illinois prairie—to tropical and subtropical ecosystems in Africa and Latin America paying particular attention to grassland environments. Instructional format is varied, combining lecture and discussion with audiovisual and electronic aids. An important feature of the course is a local field trip which exposes students to the ways in which environmental history may be read from the landscape itself.

History 160 is linked to Atmospheric Sciences 130, which fulfills the General Education requirement for the Natural Sciences and Technology. ATMOS 130 introduces the systems (climate, geology, water, land surface, soils and life) that set the context for human interactions with the environment and it explores how humans change, and often degrade, these systems. The focus in 130 is on the same geographic regions as in 160 and with a similar emphasis on the Illinois prairie. The syllabi of the two courses are coordinated.

The following written assignments will be required for 160: (1) a diary of one week of environmental observation around campus; (2) a diary of the field trip; and (3) a web-based paper exploring the continuing relevance of Rachel Carson’s *Silent Spring*. The exams will be written.

The use of website and other on-line resources will give students the opportunity to learn new research skills.

**168 INDIAN CIVILIZATION AND SOCIETY (Ballantyne)**

Same As ANTH 168

This course examines the historical development of the diverse cultures of India. The course begins by considering the geographical and social frameworks that have shaped Indian civilization. From this foundation, the course traces the development of Indian culture, placing particular emphasis on developments since the sixteenth century. We cover the growth of both the Mughal and British empires, exploring the ways in which these reshaped Indian political, cultural and religious life. The rise of nationalism and the history of the nationalist movements (including the life and teachings of Gandhi) are the focus of the final section of the course, which culminates with a discussion of developments within the independent states of India, Pakistan and Bangladesh. Throughout the course, students will be encouraged to think about the significance of kin, caste, religion, region and gender and the ways in which these have influenced the nature of Indian society.

**170 EAST-ASIAN CIVILIZATIONS: CHINA, JAPAN, KOREA (Fu)**

Same As EALC 170

This is a survey of the history of mainly Chinese and Japanese civilizations from 2000 B.C. to the present. In this survey we try to understand the life and values of two Asian countries and, by way of this, also of ourselves. We will look at how different cultural and political forces shaping Chinese civilization, which in turn, shaped many major civilizations in the region, including Japan and Korea. In modern times, with the decline of China as a dominant power in the face of imperialist, we will explore the commonality and differences between China and Japan, and to some extent Korea, in their struggle toward modernization. We will also look at the meaning of the concept “Asia” itself. Reading includes novels and memoirs.

**172 SOUTHEAST ASIAN CIVILIZATIONS (Lehman)**

Same As ANTH 186, AS ST 186

This is essentially an institutional history of the lowland civilizations of Mainland and Island Southeast Asia, with a strong anthropological orientation as its analytical/explanatory basis. It deals chiefly with the histories of the Indianized and Sinicized States in the context of the Indian Ocean-China Sea trade, the institutional history of Buddhism and Hinduism in the region, and the development of regional systems of monarchy and their local variations. It deals at length with the rise

and development of regional and national cultures in these states, and the effects of Western colonialism and the rise of new nations.

TEXT: *The Cambridge History of Southeast Asia*, Vol. I.

There are mid-term and final examinations, and 2 short essay assignments. Meets general education requirement in Non-Western Cultures.

### **175 LATIN AMERICA FROM CONQUEST TO INDEPENDENCE (Radding)**

This course treats the colonial encounter in Ibero-America among Native Americans, Europeans, and Africans, and the creation of new hybrid societies in the Americas. It begins with an introduction to pre-Conquest Native American and Iberian societies, and narrates some of the outstanding events of the European Conquest. The course focuses on the common themes of both Spanish America and Brazil, including: Native American survival and resistance to European rule, settlement patterns and territorial expansion, colonial economies and their relation to Spain and Portugal, land and labor systems, and colonial society and culture. It concludes with the imperial reforms of the late eighteenth century and the independence movements of 1810-1825. The three-hour course will be taught by two lectures and one discussion session each week. In addition to six discussion sections of 22 students each, an additional section capped at twenty students will be offered with readings and discussion in Spanish. Student assignments will include readings in textbooks and primary sources, films, and guided visits to the Krannert Art Museum and Library Special Collections. Course evaluation is based on class attendance and participation, short writing assignments, two in-class exams, and a take-home final exam.

History 175 satisfies the non-Western course requirement for many students and is an important foundational course for more advanced course offerings in history and the social sciences on Latin America.

### **181 THE ANCIENT WORLD (Buckler)**

This course traces the rise of Western Civilization, beginning with the early cultures of Mesopotamia and Egypt. The entry of the Hittites, an Indo-European people, into the much older and more sophisticated Eastern cultures is examined. The Bronze Age and the origins of the Greek Civilization, along with the development of Greek political and social institutions, are also treated. The course ends with the Greek victory over the Persian menace, the clash between Athens and Sparta in the Peloponnesian War, and the destruction of the classical scheme of things. Textbook: J. P. McKay, *A History of Western Society*, vol. A.; A. R. Burn, *The Penguin History of Greece* (Penguin Books),

plus other individual assignments. One mid-term, and one final exam. There are also various quizzes and a paper in the discussion sections.

### **198&H FRESHMAN SEMINAR (Burkhardt)**

Topic: *Historical Perspectives in Science, Technology, and Society*

In this seminar we will examine selected episodes in the history of science and technology as a means of raising questions relating to the interrelations of science, technology, and society today. We will look at four main historical areas: the Scientific Revolution of the 17th century, the Darwinian Revolution of the 19th century, science and the Second World War, and the modern relations of science and technology. Included among our specific topics will be the science and politics of the case of Galileo, the social background to Darwin's theory of natural selection, the importance of World War II for American science, and public views of the promises and perils of modern biotechnology.

Requirements: This is a course for Chancellor's Scholars (students in the Campus Honors Program). Others may enroll with the consent of the instructor and the Director of the Campus Honors Program.

### **199&TH UNDERGRADUATE OPEN SEMINAR (Michalove)**

For Honor Thesis Writers Only.

### **199U1 UNDERGRADUATE OPEN SEMINAR (Burton, V.)**

Topic: *Civil Rights and Segregation: Past, Present, & Future*

The Civil Rights Movement is often called the Second Reconstruction, one that was made successful through the efforts of southern black men and women. These efforts transformed the outlook of an entire nation, and in the process enlisted the support and participation of people from every region, ethnic group, and class. Broadly speaking, the Civil Rights Movement was an educational movement; its success in altering the attitudes and behavior of a significant segment of the American populace was largely dependent upon the role of such informal influences as mass media, church sermons, "freedom schools," marches, and rallies. Since World War II, the Civil Rights Movement has been the leading domestic influence on American society, and the domestic history of the United States when the movement was in full swing, in the 1950s until 1969, is basically the history of North-South relations. The course also will examine the links between the demand for civil rights by African Americans and other social concerns such as the rise of feminism, respect for the rights of the elderly, the activism of Native Americans, Latina/os, the emergence of gay rights, and a new concern for the handicapped. One of the significant contributions that C. Vann Woodward

made in *The Strange Career of Jim Crow* was to define American race relations as a field of historical inquiry. Before Woodward's book, the origins and causes of segregation, and its influence on the South and on the nation, had not been an area of historical discussion, let alone an area of historiographical debate. And yet, nearly fifty years after the first publication of *Strange Career*, the impact of American segregation remains little understood. This course will move beyond a monolithic picture of the age, one that sees no regional differences and no change over time until the system inexplicably and abruptly terminated itself. Students will read extensively about segregation and the Civil Rights Movement in the United States. Although the focus of the course will be on the American Civil Rights Movement, the course will place U.S. segregation and the struggle against it in a comparative framework, looking specifically at South Africa and Latin America.

### **201A INTRODUCTION TO HISTORICAL INTERPRETATION (Prochaska)**

*Topic: History and Film*

This course uses film to introduce students to the stakes involved in historical interpretation. Using cinema allows visual sources to be combined in the mix with written materials that students will use to hone their interpretive skills. We will utilize films as primary sources, secondary sources, and to supplement written historical sources. The course is organized primarily as a series of case studies in film and history each with the aim of students developing their own structured historical interpretations in a series of written work. In addition, we will meet with library staff for a library tour and introduction to using library resources, including on-line resources. We will also read and discuss a select number of studies situated at the intersection of film and history.

### **201C INTRODUCTION TO HISTORICAL INTERPRETATION (Koslofsky)**

*Topic: History of the Night*

The night has often been associated with the extremes of human experience, ranging from fear to pleasure and from the carnal to the spiritual. Studying the history of the night can open up a fascinating range of social and cultural topics.

This course will not attempt to chronicle all things done at night - it will instead explore changing attitudes toward the night and changing uses of the night from Antiquity to the present. We will consider representations of the night in words and images as well as nocturnal activities in daily life and in extraordinary situations. Topics will include sleep and dreaming, ghosts and witchcraft, crime, mysticism, street lighting and the modern city at night, night work and nightlife.

We will read primary sources and published research on various aspects of the night. Assignments

include response papers, short essays and a research paper.

### **203 THE AGE OF LOCALISM: THE EARLY MIDDLE AGES (Symes)**

From the fragmentation of the Roman Empire to the formation of territorial monarchies, this course surveys the events, innovations, crises, and movements that shaped western Europe in a pivotal era known as "the Middle Ages." Topics will include the spread of Christianity, the migration of peoples, fundamental changes in economic and social structures, the development of political institutions, the role of women, and the cultural achievements of different communities (the monastery, the town, the court). Readings and class discussions will address a range of questions raised by the period: the identification and persecution of the Other; belief in saints, relics, and miracles; the concept and practice of chivalry; and the challenges posed by surviving sources. Students will write two short papers; there will also be a midterm and a final examination.

### **212 THE CONTEMPORARY WORLD: ECONOMIC, SOCIAL, AND CULTURAL ASPECTS (Prochaska)**

In this course we shall examine the major historical forces--political, intellectual, economic, social and cultural--which have shaped the world in the second half of the twentieth century. In other words, the aim of the course is to move behind today's headlines and to offer a series of longer-range, in-depth perspectives on the world we live in. As such, we shall range rather widely over the intellectual landscape drawing on the insights and contributions of other disciplines wherever helpful in addition to history. Moreover, considerable use will be made of slides and especially films to convey a sense of the present and recent past.

In the first part of the course, we shall survey the world of the 1930s as background to the Second World War, focusing on such topics as Stalin's Russia, Hitler's Germany, and the rise of Japan. We shall then turn to the Second World War and examine the causes and course of the war, the impact of total war, the Nazi extermination of the Jews, and the beginnings of the Cold War. Next we shall examine rather extensively the demise of European colonialism and national independence in the Third World, focusing on decolonization in Kenya, the Algerian Revolution, followed by the Chinese Revolution and the war in Vietnam. Next we will turn to a discussion of the 1960s in Czechoslovakia, France and the United States. We will spend the final part of the course discussing the revolution of 1989 in eastern Europe, the dissolution of the Soviet Union, and prospects at the beginning of the twenty-first century.

### **224 CHINESE THOUGHT FROM CONFUCIUS TO MAO (Chow)**

Same As EALC 224, RELST 224

This course takes a cultural approach to ideas of major Chinese thinkers from Confucius to Mao Tse-tung. It is implicitly a comparative course in thought for comparison with European and other non-European ideas will be made. We will begin with those who belong to the major schools of thought in ancient China: Confucianism, Taoism, and Legalism. These intellectual and religious traditions will be examined in terms of their genealogy in their respective historical context, paying special attention to their relationship with power in its various forms: social, political, symbolic, and institutional. Contrary to stereotypical accounts, Chinese thought has never ceased to evolve in response to both internal as well as external challenges. Over its long history, Chinese thought often engaged in dialogue with alien cultures. Through complex processes of integration, negotiation, and resistance, Chinese thought, like other aspects of Chinese culture, has continued to expand its horizon. Attention will be given to the impact of foreign relations and intellectual currents on Chinese thought from Buddhism and Christianity in the traditional period to science, individualism, liberalism, democratic theories and Marxism in modern times.

**231 BRITISH ISLES TO 1688 (Hibbard)**  
**THE BRITISH ISLES FROM**

**STONEHENGE TO THE GLORIOUS REVOLUTION.** An introduction to the study of history through the study of the British Isles in the Medieval and Early Modern period. Students are encouraged not just to “learn the facts,” but also to consider the types of information available to students of history--archeology, art, literature, as well as more traditional documents. We examine questions of historical bias and interpretation. The reading includes short general texts, several works of literature (*Beowulf*, Chaucer's *Canterbury Tales*), a special study of Thomas Becket and his conflict with Henry II, and a biography of an important figure (e.g., Queen Elizabeth I, or Oliver Cromwell) from the 16th or 17th century. This course will have one hour exam, a final exam, and short writing assignments, totalling 20 pp.

**242 NATURE AND AMERICAN CULTURE**  
**(Stewart, Wm.)**

Same As L A 216, LEIST 242, NRES 242

The course develops an appreciation and critique of the history of cultural meanings related to American natural landscapes. Traditional perspectives including colonial American, romantic, and science-based conservation are characterized, as well as revisionist themes aligned with gender, cultural pluralism, and societal meanings of parks and protected areas. The implications of diversity in cultural meanings toward nature support concepts related to community based conservation.

**253 AFRO-AMERICAN HISTORY TO 1877**  
**(Edwards)**

Same As AFRO 253

History of Africans in the Americas, surveying the African slave trade, slavery in the European colonies of the Americas, early United States slavery, and the Afro-American in the Civil War and Reconstruction.

**264 EARLY JEWISH HISTORY: FROM THE**  
**BEGINNING TO C. 1700 (Sutcliffe)**

Same as RELST 264

This course will cover the history of the Jews from the first emergence of the Jewish people in the ancient Near East until the beginning of the modern era. We will focus on the development of Judaism and of Jewish culture, and on relations between Jews and non-Jews in the numerous peoples among and under whom Jews have lived: ancient Egyptians, Babylonians and Romans, and medieval Christians and Moslems. Topics covered will include: the Bible as ancient Jewish history; Jews and Hellenistic Greek culture; the rise of rabbinic Judaism; Jewish life in Moslem Spain; early Christian attitudes to Jews and Judaism; medieval Jewish mysticism and philosophy; the economic and social position of Jews in early modern Europe; and the earliest Jewish settlement in America. Teaching will be based on interactive lectures and the study, in and out of class, of a wide range of primary historical documents. Students will be encouraged to reflect extensively on what Jewish history can teach us about the nature of religious and cultural identity, and about the possibilities and pitfalls in relations between different civilizations.

**285 PREMODERN JAPANESE HISTORY**  
**(Toby)**

Same As EALC 285

History of Japan from earliest times to 1600. Since antiquity, Japanese have constructed their political, religious, artistic, and cultural life in a dialog between domestic society and institutions, and ideas and cultural possibilities brought home from abroad--first, Korea and China; later, from all parts of the globe. But this has always been an active process, with Japanese selectively and creatively adapting new ideas to fit domestic cultural preferences, blending the foreign with existing cultural practice, and producing a new “Japanese” culture in the process. When Europeans first found their way to Japan in the 16th century, they found a society as complex and sophisticated, as “advanced,” as what they had left at home. We will keep this interplay of native and foreign elements in mind as we study the development of Japanese society and culture from prehistoric times, through the “classical” age of the imperial state, and the era of feudal institutions and samurai rule, to the dawn of Japan's global encounter in the sixteenth century.

An introductory course in Japanese history:  
No prior study of Japanese history or culture; no  
knowledge of Japanese language required.

**296B LATIN AMERICAN HISTORY  
THROUGH ITS OWN TEXTS  
(Jacobsen)**

Will become History 225 when approved.

This is an exciting new course in which we will try to achieve a vivid and direct understanding of major issues in the history of colonial and post-colonial Latin America through reading and discussing some of the great works written between the sixteenth and twentieth centuries by men and women from the region itself. The texts will range from poetry and novels to historical chronicles and social and political essays. Authors will include, among others, the seventeenth century Mexican poetess Sor Juana de la Cruz, the nineteenth century Argentine writer and politician Domingo Sarmiento, and the Cuban “apostle of independence” José Martí. Each week we will have one lecture about the historical context and conflicts at the time a given work was published followed by a discussion of that work. Paper assignments will challenge students to think through the complex relations between a specific text and the broader cultural and societal context in which it was created.

**296D W.E.B. DUBOIS (Edwards)**

Meets With AFRO 298BE

No figure in Black history wields more influence than W.E.B. Du Bois, one of the most noted American intellectuals of the nineteenth and twentieth century. Among his many roles as a political commentator/activist and a literary figure, Du Bois was at first a social scientist who tackled the biological conception of race. While much attention is always given to his most famous statement, “The problem of the twentieth century is the problem of the color-line,” not enough critical focus has been given to the research that led Du Bois to this assessment. In this course, we will focus on the formative years of W.E.B. Du Bois’s “intellectual” history, focusing on how his ideas about the color line were formulated.

**298A CHICAGO (Barrett)**

The University of Chicago’s pioneering sociologists had the idea first in the early years of the twentieth century: The city might become a laboratory in which to observe and study the process of urbanization and related social problems. Nowhere did urbanization and the other broad forces of change that have transformed life in the nineteenth and twentieth centuries -- industrialization, social class formation, migration and immigration -- occur more rapidly than in Chicago and nowhere did they

unfold with more dramatic results. This course employs the history of Chicago as a particularly appropriate case study of key problems in the field of U.S. Social history: the theory and process of urbanization; formation of classes and the evolution of class conflict; immigration, mass migration and ethnic diversity; racial formation and conflict. Readings will include four or five books, plus a course reader with about a dozen articles and documents. Student performance in the course is judged on four criteria: a short paper based on selected course readings; in-class discussion; an oral presentation; and a major research paper on a topic chosen by the student in consultation with the instructor. We will visit the library and the research paper will be developed in a series of stages -- topic, proposal, bibliography, rough draft, final draft. Classes will involve extensive discussion and participation will constitute an important element in the grading for the course.

**298C REVOLUTIONS IN LATIN AMERICAN HISTORY (Jacobsen)**

This course pursues a dual purpose: To introduce students to major episodes of revolutionary movements and successful revolutions in Latin America since the region’s struggle for independence; and to lead a vigorous debate as to what we mean today by “revolution”, and whether there exists a particular revolutionary tradition in Latin America, with peculiar forms of organization, ideologies and outcomes. The issue is timely after the reversal of the Nicaraguan revolution and the cycle of revolutions in the former Soviet Union and Eastern Europe between 1989 and 1992 that draw into doubt any notion of a linear, progressive sequence of bourgeois and socialist revolutions as key turning points in world history.

Every student is expected to write an ambitious research paper on some central aspect of one or more Latin American revolution.

**298D THE WARS OF THE ROSES: ENGLAND 1450-1485 (Michalove)**

The purpose of History 298 is to transform history majors from consumers of history into producers of history by practicing the methods used by professional historians-reading, writing, discussion, debate, and the formal presentation of research in order to create a historical product. However, the intent is far from a sterile exercise. The research, critical thinking, communication (written and spoken) and analytical skills honed in this course are useful for students, whether they continue on to graduate school, professional programs, or into the job market.

This course will cover a time of change and confusion as England moved from the medieval to the modern world. Beginning with the reign of Henry VI, the upheavals of politics, war and society

will be studied using both primary and secondary sources. Major historiographical debates will be discussed and students will be able to debate the questions raised through major biographies of Henry VI, Edward IV, and Richard III.

**298E CULTURE AND SOCIETY IN NINETEENTH-CENTURY EUROPE (Micale)**

This seminar will study the leading voices of social and cultural criticism in Britain, France, Germany, and Austria between 1840 and 1914. Course readings include diverse genres of writings, such as novels, plays, political criticism, philosophy, and art criticism. The major themes will be anti-industrialism, cultural and political conservatism, anti-modernity, art as social and cultural criticism, and the critique of bourgeois society. Authors include Engels, Dickens, Marx, Carlyle, Tocqueville, Nietzsche, Wilde, Mallarme, Flaubert, Ibsen, Freud, and Valery.

**298F THE SIXTIES: GENDER RELATIONS AND THE SEXUAL REVOLUTION (Pleck)**

The reemergence of feminism and a sexual revolution occurred at the same time during the 1960s. These were separate “revolutions,” sometimes coinciding (as in abortion politics), sometimes clashing (as in criticism of Joan Baez for her statement, “Girls who say yes to guys who say no.”) There will be a few shared readings and then students will begin primary source research projects. Suggested possible sources are newspapers, magazines, advertisements, and the Playboy archives. The shared readings will include Beth Bailey, *Sex in the Heartland* and David Hajdu, *Positively 4th Street: The Lives and Times of Joan Baez, Bob Dylan, Mimi Baez, and Richard Farina*.

**298G THE LONG 1960’S: RADICALISM IN MODERN AMERICA (Flood)**

This course is designed to probe the question, “what is so special about the 1960s”? Today, conservative political pundits insist that radicalism, as associated with the leftist social movements prevalent in the United States during the late 1960s and early 1970s, is a destructive concept, responsible for the devastation of the moral fabric of contemporary society. Moderate and/or left-leaning commentators insist that the political potential of radicalism as defined through sixties social movements is not destructive, but instead bemoan the possibility that the spirit might be dead. They suggest that the only way to “save” American politics is to recapture this activist impulse. The “long 1960s” – a period of activist reform lasting from roughly 1954 (with the Supreme Court decision *Brown v. the Board of Education* which legally prohibited racial segregation in public schools and

led to the acceptance and success of grassroots activism which challenged segregation more broadly) to 1974 (when the hated enemy of the New Left, Richard Nixon, resigned from the presidency) represents a dynamic period in history of US social movements and deserves historical consideration on its own terms. This topic is designed to broaden our understanding of modern American social and cultural history through an examination of various radical reform movements not, perhaps, entirely unique in American history, but arguably exceptional in their tactics, political implications, and the media/public response to them.

**298I BIOGRAPHY AND AUTOBIOGRAPHY BEFORE 1600: THE PERSONAL HISTORIES OF MEDIEVAL EUROPE (Symes)**

This undergraduate seminar will focus on a series of special sources: documents devoted to describing the lives and experiences of individual people, written either by close contemporaries or by the individuals themselves. Beginning with archetypes from the Greek and Judeo-Christian traditions, students will examine a variety of such accounts and will investigate the circumstances in which they were composed. They will also analyze the motivations of each writer, the needs of his or her audience, and the larger historical context in which these lives were lived. In discussion, students will consider changes in the construction of identity over time and from place to place, the different methods of evaluating the boundaries between self and society, and the interplay of originality, authority, and imitation in the development of various biographical genres (saint’s life, memoir, panegyric). Readings will include excerpts from the works of Plutarch, the *Confessions* of St. Augustine, Einhard’s life of Charlemagne, the letters of Abelard and Heloise, the book of Margery Kempe, and the autobiography of St. Ignatius Loyola. In addition to extensive reading and active participation in the seminar, students will be expected to complete several written exercises, culminating in the preparation and revision of an independent research paper.

**298J RUSSIA IN REVOLUTION: EXPERIENCE AND IMAGINATION (Steinberg)**

One of the most important events of the twentieth century world was the Russian revolution of 1917. This was a time that not only brought the modern ideology of communism to national power for the first time in history but also revealed a society (Russia but also its empire and the larger world of which it was a part) in exceptional ferment. The study of the Russian revolution explores this critical time in history. More broadly, its stories reveal much



about human experience, aspiration, and vision. This seminar examines the Russian revolution from its development in the late Imperial period through the first years of Soviet power. The focus is on human experience and imagination: the experiences and aspirations of ordinary workers, peasants, and soldiers, and of women and men; the varied political dreams of conservatives, liberals, and radicals; the creative visions of artists, writers, and poets; the actions of those in power and out. Particular attention will be paid to texts and images created at the time as well as recent scholarly interpretations. Each student will also research and write a paper on a particular topic of their choosing.

**298K CONSUMING THINGS: EXPLORING THE HISTORY OF THE CONSUMER CULTURE (Ganaway)**

In this class, we want to ask if consumption is slowly complicating categories we use to identify ourselves, such as class, gender, religion, and nationality? This will be our unifying theme in a transnational course that is designed to challenge and de-stabilize your notions of that most common of daily activities, buying and consuming things. This course asks you to involve yourself in the social life of objects and things. We will ask how consuming shapes the world around us by naming and renaming, limiting and enlarging, and building up and destroying the world around us. In the process, we will attempt to learn how consumer culture has given us new possibilities to define ourselves while at the same time imposing limitations on our outlook.

**300 HISTORY OF EARLY JUDAISM (Porton)**

Same As RELST 342

This course will investigate the history of Judaism from Ezra to the rise of Islam. It will focus on the following topics: Hellenism and Judaism, varieties of early Judaism, Palestine Judaism and its documents, Babylonian Judaism, the Rabbis, and popular Jewish culture.

**302 EGYPT SINCE THE FIRST WORLD WAR (Cuno)**

Same As AFRST 302

What images do you associate with the name “Egypt”? Maybe pyramids, mummies, sand, and camels? If so, consider yourself normal. And, consider this course an opportunity to discover and to understand the modern society in this ancient land. Egyptians have experienced a vast number of social, economic, political, cultural and ideological shifts during the past century. The political system has gone from colonial rule to constitutional monarchy, to a single party state under Nasser, and then back to

a multi-party system in the past 25 years. There were parallel changes in the economic system, from a market economy to “Arab Socialism” and then Sadat’s “Open Door,” structural adjustment and privatization. Throughout this era Egyptians have debated what kind of society they wish to live in as well as what their identity as a nation is, and the options raised have run from religious reform and revivalism to secular Egyptian and pan-Arab nationalism. We will also approach social life through literature representing successive generations of writers.

**314 EUROPEAN HISTORY FROM 1939 TO THE PRESENT (Matheson)**

*Special Topic: Contemporary France*

For centuries, France has symbolized the height of European culture. Stereotypes about France and the French abound; it is the country of rude waiters, of beautiful women, of magnificent *châteaux*. France is renowned for its wine, cheese and *haute couture*, for its intellectuals and films, and for its crowning glory, Paris—the “city of lights.” With its revolutionary, intellectual and cultural traditions, France has long influenced and fascinated both America and the world. However, over the course of the twentieth century, French dominance waned. How do we explain the changing status of this once invincible nation? From World War II and the Vichy regime, through occupation, collaboration and resistance, from marxism and intellectual “mandarins” through the politically fragile Fourth Republic, from decolonization and Gaullism through student revolutions and sexual revolutions, and from the theoretical battles over feminism, structuralism and poststructuralism, to the geographic battles over immigration and race, from modernization and technological change to globalization, we will study the history of modern France with an aim towards understanding France’s shifting identity in the postwar world. Does France continue to influence the course of world events? If so, how? To what extent are the stereotypes that we hold about France and the French grounded in reality? What makes the French “French”? By examining the events, ideas, people and institutions that have shaped the French nation over the course of the last sixty years, we will formulate responses to these and other questions. The historical analysis of film, music and television as well text-based sources shall constitute an integral aspect of our work.

**322 THE TRANSFORMATION OF THE MIDDLE EAST, 1566-1914 (Cuno)**

Did the Middle East really “decline,” and how did it become “modern”? During the four centuries before the First World War the Middle East witnessed the transformation of the classical Ottoman order, the re-ordering of government and society, and, after 1800, the steady growth of European

influence in the economic, political, and cultural spheres, culminating in the establishment of colonial rule over much of the area. Toward the end of this era, a debate arose among Middle Eastern intellectuals over the causes of their “backwardness” and its possible remedies, contributing to the rise of new religious, social, and political movements which have continued to the present. We will be examining these developments in the context of ongoing social and economic changes, in the region consisting of Egypt, Arabia, the Fertile Crescent, Iran, and Turkey. Grades are assessed on the basis of written work, including short weekly essays, a term paper, and mid-semester and final exams, plus attendance and participation in discussion. Readings include textbooks, scholarly articles, and translations of original works.

**328 HISTORY OF THE SOVIET UNION SINCE 1917 (Koenker)**

The world’s first socialist society emerged out of the chaos of war and revolution and continued to astound the world until its collapse in 1991. This course is constructed to encourage students to understand the legacy of 75 years of socialist experimentation, what happened in Russia and why, and to evaluate the impact of the USSR on the lives of its citizens and the world.

The course examines the experience of building socialism and living through its demise by focusing on the key moments of Soviet history: the revolutionary process of 1917 and civil war; the role of political parties and social groups; the attempt to create a new socialist culture, society, and state; Stalin’s revolution from above based on industrialization, collectivization, repression, and Russian nationalism; relations with the outside world, including the Great Fatherland War and the Cold War; efforts to reform socialism after Stalin’s death; the rise of the USSR as a world power; the hidden contradictions of nationality; the implosion of all these contradictions during the turbulent regime of Gorbachev. Readings include personal narratives, novels, selected documents, and a textbook. Requirements include 3 short papers on the readings, a take-home midterm essay, and an extended essay comparing a personal narrative with works of current historical scholarship.

**331 KNOWLEDGE, VIRTUE AND POWER: EUROPEAN THOUGHT FROM THE RENAISSANCE TO THE ENLIGHTENMENT (Sutcliffe)**

This course will explore the key intellectual debates in Europe during the early modern era. This was a period of dramatic transition, from a world dominated by the outlook of the medieval Catholic Church to a culture underpinned by the scientific and rationalist assumptions of the Enlightenment. We will examine the historical circumstances in which

the fundamental intellectual building-bricks of the modern world - freedom, reason, science, virtue - were debated and defined. We will read the writings of key thinkers such as Plato, Machiavelli and Rousseau, as well as recent texts that critically examine the western intellectual tradition from the perspectives of feminism, the cultural rituals of power, and the European encounter with the non-western world. While focusing on the specific early modern contexts that shaped these intellectual disputes, we will also consider the continuing relevance of these ideas, and the problems associated with them, in today’s world.

**333 ENGLAND UNDER THE TUDORS AND STUARTS, 1485-1660 (Hibbard)**  
ENGLAND IN THE AGE OF

RENAISSANCE, REFORMATION AND CIVIL WAR (1485-1660). Was the English Reformation born of the lust of Henry VIII for Anne Boleyn? Why did the populace rebel against the government during the 16th century? How did Elizabeth I succeed as a ruler in that traditional “men’s club,” the English royal court? Why did she never marry? Who were the Puritans, and how did their religious ideas have political repercussions? Was James I a bad monarch, or a man ahead of his time? What is the better description of the conflict of the 1640’s- “civil war” or “revolution”? How did Charles II regain the English crown eleven years after the execution of his father? Was Oliver Cromwell a revolutionary leader, or a reactionary tyrant?

These and other questions are explored through lectures, discussion, readings (primary sources, text, biography), slide presentations and debates. Course requirements consist of an hour exam, the final exam, a book review and participation in a debate. There is ample opportunity for student discussion.

**336 FRANCE, 1815-1920 (Micale)**  
FIN-DE-SIECLE FRANCE

This is an upper-level undergraduate course about the political, social, and cultural history of France during the exceptionally rich years of 1870-1914. Topics include: the growth of French parliamentary democracy; the Franco-German rivalry; workers and strikes; the Dreyfus Affair; socialism, anarchism, and feminism; the world of the cafes; crime and disease; and the advent of World War One, as well as such purely cultural topics as the building of modern Paris; Impressionism in music and painting; the decadent movement in literature; the struggles of the artistic avant garde; and the beginnings of French cinema.

**337 AMERICAN WORKING CLASS HISTORY, 1780 TO THE PRESENT (Barrett)**

Same As L I R 337

The course analyzes the social history of working-class men and women and their families. Main themes will include: working-class culture, industrial organization, and politics; work and community life; labor-management relations; changing patterns of working-class protest and accommodation; and a special emphasis on race, ethnicity, and gender in the process of working-class formation and fragmentation. Readings will consist of 4 or 5 books, including a novel, and a selection of articles and essays. Assessment will be made on the basis of a midterm exam, a final, and a short reading paper or other project. Lectures and discussions integrate texts, visual images, music, and other sources to represent the character of workers' thought and culture. Graduate students will meet a few times separately to discuss additional readings and will write a more ambitious historiographical paper. Students from various majors are welcome, but the course may be of special interest to those in history, economics, sociology, industrial relations, and political science. The course assumes some background in American history.

**338 HISTORY OF BIOLOGY (Burkhardt)**  
Same As BIOL 338, IB 394

A selective survey of the development of biology from antiquity to the Human Genome Project, stressing not only conceptual developments but also how the concepts and practices of biology have related to particular social and institutional contexts. Topics include: biology and the mechanical philosophy of the 17th century, Darwin and Darwinism, genetics and eugenics, the science and politics of animal behavior studies, women in biology and biologists' assessments of "woman's place in nature," and the politics of modern biotechnology.

**339 SCIENTIFIC THOUGHT, I (Maher)**  
Same As PHIL 317

This course is a survey of science and philosophy of science from the 6th century BC to the 17th century AD. We will begin with philosopher/scientists of ancient Greece whose writings have survived only in fragments (Thales, Anaximander, Anaximenes, Pythagoras, Philolaus, Parmenides, Anaxagoras, Empedocles, and Democritus), then proceed to more extended discussions of selections from Euclid, Plato, Aristotle, Ptolemy, Copernicus, Bacon, Galileo, Descartes, and Newton. One focus of the course is to compare philosophers' theories of scientific reasoning with the arguments used by scientists.

All readings are from primary sources. The texts are *Readings in Ancient Greek Philosophy* (ed. Cohen, Curd, and Reeve), Francis Bacon's *Novum Organum* (trans. and ed. Urbach and Gibson), and a course pack.

Grades will be determined by three 50-minute short-answer exams spaced equally through the semester. Graduate students also write an essay.

**341 MODERN BRITAIN, THE VICTORIAN ERA, 1815-1900 (Burton, A.)**

This course combines a discussion of the social and political developments of the Victorian era with an examination of Britain's role as a global imperial power over the course of the long nineteenth century. The constitutional reforms of 1832, 1867 and 1884 are just a few among the high political events shaped by officials who had one eye on metropolitan concerns and the other on colonial economic interests. More specifically, we will be tracking the ways in which imperial expansion, Irish nationalism and the rhetoric of the civilizing mission all helped to shape the terms of parliamentary debate, as well as to re-confirm the white male character of democracy in Britain. English women's attempts to participate in political reform, to vote and to run as members of parliament and to participate in Britain's imperial reform projects will be dealt with throughout, as will the presence of colonial people in the metropole itself in this period. Special attention will also be paid to the impact of empire on the daily life, cultural attitudes and consumption practices of Britons in this, Britain's so-called "imperial" century.

**343 JEWISH LIFE-WRITING: FROM ENLIGHTENMENT TO POST-HOLOCAUST (Faculty)**

Same As C LIT 321, RELST 320, SLAV 320, YDSH 320

Jewish life-writing from the late 18th century until today. Emphasis on cultural historical context, literary styles, and forms. All texts will be available in English translation.

**344 THE OTTOMAN EMPIRE, 1566-1924 (Todorova)**

This course introduces the history of one of the great imperial formations of the early modern and modern period, which had long-standing repercussions on the development of Europe, the Near East, and North Africa. It covers the whole span of Ottoman history, and will pay special attention to some of the following problems: the political rise of the Ottoman state since the thirteenth century and how it became an empire, its social and administrative structure, the classical Ottoman economic system, Ottoman impact on the societies, politics, economies and cultures of Byzantium and the medieval Balkan states, the spread of Islam in Europe, the transformations of the Ottoman polity and society and aspects of what has been conventionally named as Ottoman decline, the Eastern question in international relations, the modernizing reforms of the nineteenth century, and the spread of nationalism as a prelude to the final

demise of the supranational empire in the twentieth century.

**345 HISTORY OF JEWS IN THE DIASPORA (Faculty)**

Same As RELST 345

Deals with the history of the Jewish people from the destruction of the Jewish state by Rome to the reestablishment of a Jewish state in 1948. The emphasis is on the interaction between the Jewish and non-Jewish worlds as well as changes internal to the Jewish communities.

**362A HISTORY OF THE UNITED STATES SINCE 1932 (Leff)**

This course follows American responses to domestic and foreign changes from the Depression crises of the 1930s to post-WWII conceptions of an "American Century" to post-Cold War celebrations of the virtuous American pursuit of a "new world order." The main focus is political, with the goal of interpreting the major challenges of the past seven decades through the prism of presidential leadership strategies and effectiveness, from Herbert Hoover and Franklin Roosevelt through George W. Bush. Along the way we will consider changing roles and distributions of power in American society, the effects of anti-communist crusades at home (McCarthyism) and abroad (origins and evolution of the Cold War), the long-term impact of the New Deal welfare state and the WWII revival, and more recent divisions over race, ethnicity, feminism, and the culture war legacies of the 1960s. Assessment will be based on a midterm, a final, and a 7-8 page argumentative essay, each asking students to stake out their own positions on the historical issues threaded through the course.

**362B HISTORY OF THE UNITED STATES SINCE 1932 (Cha-Jua)**

Meets with AFRO 298CH.

*Topic: History of the Black Freedom Movement 1955 to Present*

Course description is unavailable at time of printing. Please consult the history department web site at <http://www.history.uiuc.edu> for any updates.

**370 FOUR LATIN AMERICAN IDEAS: STRUCTURALISM, DEPENDENCY, LIBERATION THEOLOGY, PEDAGOGY OF THE OPPRESSED (Love)**

Same As LA ST 376

These four Latin American ideas, or schools of thought, have sent shock waves through both the Third and First Worlds in the last thirty years. The course considers the propositions in each body of theory; their historical development; their relation to each other, analytically and historically; and the critiques and transformations of each set of ideas.

Texts will include: Berryman, Philip *Liberation Theology*; Bethell, Leslie, ed., *Ideas and Ideologies in 20th Century Latin America*; Freire, Paulo *Pedagogy of the Oppressed*; Kay, Cristobal *Latin American Theories of Development and Underdevelopment*; Love, Joseph *Crafting the Third World*

Other readings may be assigned.

**378 HISTORY OF MEXICO, 1519 TO THE PRESENT (Radding)**

Mexico, the heartland of Mesoamerican civilizations, became the cornerstone of Spain's empire in North America and today ranks among the first Latin American countries in territory, population, and economy. Throughout its history, Mexico presents striking contrasts between urbanism and a rural hinterland, strong authoritarian rule and regional autonomy, European cultural imports and enduring indigenous traditions. Mexico's political history marks a counterpoint between consensus and popular mobilization, as is observed in the electoral cycle of 2000 and the ethnic movements of Chiapas. Its economy juxtaposes technological progress with deepening levels of poverty for rural peasants and urban workingclasses.

History 378 will explore the major themes of Mexican history from late pre-Hispanic times to the present, with special emphasis on the continuity of the indigenous presence in the formation of Mexican society and on the rich diversity of Mexico's political culture. Course materials will include books, journal articles, films, websites, and current news releases from Mexico. The two class sessions each week will combine lecture and discussion. Student evaluation will be based on attendance and participation, two in-class exams, short written reviews of the assigned readings, and one long paper. This course is intended for juniors, seniors, and graduate students. Freshmen and sophomores with a strong background in history or Latin American studies are encouraged to enroll in the course, but should consult with the instructor.

**381 ANCIENT GREEK STATES (Buckler)**

This course begins with an examination of the Greek polis and the life that it nourished. Included is a glance at Greek agriculture and the course of the agricultural year. The flowering of Greek civilization is examined by looking at the individualism of the Lyric poets and the scientific and philosophical thought of the pre-Socratics. The evolution of Sparta as a major and unique Greek state is traced and contrasted with the rise of Athens and the development of democratic government. The course then focuses on the Greek response to the menace of Persia. Athens on the attack--the creation of the Delian League and how Athens reduced the League to an empire are treated in relation to the alienation of Sparta. The course ends with the great clash between Athens and Sparta in the

Peloponnesian War. Textbook: A.P. Burn, *The Penguin History of Greece*, and C.W. Formara, *Archaic Time to the End of the Peloponnesian War*; final examination.

### **393 SOCIAL-ECONOMIC HISTORY OF MODERN CHINA (Fu)**

Same As EALC 393

Although the title is social-economic history of modern China, this course is on the interplay between politics and culture in shaping the development of China from 1800 to 1980. During this tumultuous period, one revolution followed another, and the socio-cultural life was torn by constant conflicts between old and new. In this course, we will explore both the different modes of historical narrative of modern China and the different ways Chinese people responded to and grappled with their history. The course will be divided into two parts: lectures and class presentations. In lectures, we will focus on such themes as imperialism and semi-colonialism, modernization and nationalism, culture and control, the conflict between democratic participation and political centralization in the Nationalists' and Communists' nation-building projects. And for class discussion, all students are required to read novels, memoirs, and movies.

### **451A SEMINAR IN EARLY AMERICAN HISTORY TO 1789 (Edelson)**

*Topic: Material Cultures: Environment, Economy, and Identity in Colonial British America*

Over the past decade, path-breaking studies of colonial British America have initiated a search for cultural meaning within specific material and environmental contexts. Encounters among Africans, Europeans, and Native Americans were shaped pervasively by the commercial objectives of transatlantic exchange, the ecological demands of New World agriculture, and the construction of urban spaces and rural landscapes. This seminar will explore this recent literature that reconstructs the material foundations of cultural experience in Britain's American colonies. Readings will examine economy and society in the major regions of early America (the English Caribbean, Chesapeake, New England, Mid-Atlantic, Lower South, and Backcountry) as well as themes including Native American demography and disease, slave labor systems, social and cultural capital formation, naturalist exploration, vernacular architecture, and consumption and refinement.

### **453C SEMINAR IN AMERICAN HISTORY SINCE 1789 (Burton, V.)**

Meets With Hist 487C

*Topic: America in Crisis: National Identity in the Civil War Era*

Please see course description for 487C.

### **478A PROBLEMS IN EUROPEAN HISTORY SINCE 1789 (Liebersohn)**

*Topic: Introduction to Problems in European History Since 1815*

This course will deal with the historiography of key problems of modern European history, and it is intended to serve as a useful introduction for both majors and minors in the modern Europe field. Topics include the French Revolution, European industrialization, labor and early socialism, the women's movement, colonialism, cultural modernism, the Russian Revolution, and National Socialism. Students will read and discuss a number of important books and articles, and they will write some papers. They will also consider a variety of approaches and examine different methodologies.

### **478B PROBLEMS IN EUROPEAN HISTORY SINCE 1789 (Fritzsche)**

*Topic: Issues and Debates in German History, 1870-1990*

In the last ten years, German historiography has seen dramatic challenges. "New" orthodoxies seem suddenly very old. Novel perspectives have been offered by gender history, the history of the everyday, and poststructuralism. Notions of the nation and nationalism have been thrown into doubt by recent events. Certainties such as modernism and antimodernism have been widely questioned. This course will examine ongoing debates about the nature of society and politics, the quality of modernism, the constitution of violence, the rise of fascism, the "continuity" of history in the Third Reich, the Holocaust, postwar patterns of commemoration, and more. The course may be taken either as a problems course or as a research seminar.

If you plan to take the course as a research seminar you must see me during pre-registration.

### **478C PROBLEMS IN EUROPEAN HISTORY SINCE 1789 (Matheson)**

*Topic: Themes in the History of Women, Gender and Sexuality, 1945 to the Present*

Recent historical scholarship has frequently argued that the terms "women," "gender" and "sexuality" must be understood as unstable categories through which historical identities are produced within a plethora of social and discursive contexts. In this course we shall be seeking to develop a working knowledge of the methodological and historiographical issues currently shaping the field of contemporary gender history. Our focus shall be both chronological and thematic in scope. Taking the history of post-1945 Europe as our canvas—from the rise of the Cold War and the emergence of the welfare state, to decolonization and the social protest movements of the 1960s and early 70s, from resurgent nationalisms, to mass consumerism, new technologies, and globalization we shall examine the construction of modern

European identity as produced through the prism of gender and sexuality. Thematically, we shall investigate such topics as gender and the state, second wave feminisms, homoeroticism and consumer culture, race, gender and postcolonialism, ecofeminism, postmodernism and sexual transgression, and sexuality, science and technology. Using film, music, and television as well as text-based sources, our aim throughout shall be to tease out the rich relationships between social, political, and cultural change and the “gendering” of modern European identity during the second half of the twentieth century.

#### **481A PROBLEMS IN RUSSIAN HISTORY (Koenker)**

This readings seminar will examine key historical and historiographical issues of the 70-year history of the Soviet Union. Weekly discussions will be based on extensive common and supplemental readings, including both new work and “classics”. We will consider substantive, methodological, and theoretical aspects of the field. Topics to be addressed include: the 1917 revolution, Civil War, NEP, identity-formation, the Communist party, Stalinism, gender, collectivization and peasants, industrialization and labor, the terror, ethnicity and nationalism, war and Cold war, cultural revolution and popular culture, the thaw phenomenon, and the everyday life of developed socialism. Four papers will be required, including one on one of the weekly discussion themes, two analyses of particular primary sources for Soviet history (novels, memoirs, reportage), and one scholarly book review. Ability to read in Russian is expected for those specializing in Russian history, but not necessary for others.

#### **483A PROBLEMS IN CHINESE HISTORY (Chow)**

Same As EALC 483

This course introduces major debates and approaches to a wide range of issues in the history and culture of traditional China. This course takes an interdisciplinary approach to the study of Chinese history with an emphasis on a cultural studies approach. Topics include: formation, representation, and contest of Chinese identities; the production of material culture (architecture, possessions, paintings, literary media, etc.) in relation to the constitution and exercise of power at the imperial and local level; the social, cultural, and political roles of major religions like Confucianism, Daoism, and Buddhism; the roles and status of women, the forms of representation and the power relations among social groups; the problem of cross-cultural exchange and translation. Readings will include major monographs and important articles on these topics. Class participation is essential and there will be written assignments.

#### **487A PROBLEMS IN AMERICAN HISTORY SINCE 1815 (Reagan)**

*Topic: US Core Readings*

This course is designed to introduce students to core questions and debates in United States History. The goal is to create a critical and stimulating discussion of American historical scholarship. In this course, we will be engaging with problems and questions that have driven generations of historians of the U.S. as well as more recent topics that have sparked new insights and new debates. Readings will range from the colonial period through the twentieth century. Gaining knowledge of the content of American history is only part of the point of the class. We will gain a sense of how historians’ interpretations of the past have changed over time by reading and comparing a selection of older texts as well as current historical work. Throughout the course we will be analyzing how historians have done their work, what questions they have asked—or ignored, the historical methods and sources used, how historians construct historical arguments, and the theoretical underpinnings of historical research.

The course will also include an introduction to the major references for secondary literature and archival materials in American history and probably a library field trip.

Corn, fingerprints, newspapers, desire, paranoia, whiteness, cotton, slavery, germs, the Communist Party, children, laws, guns, gender, welfare, war, the vote, and much more will be part of our conversation.

#### **487B PROBLEMS IN AMERICAN HISTORY SINCE 1815 (Barrett)**

This reading course will focus broadly on US working class of the late nineteenth and twentieth centuries, with some comparative reading, particularly from European working class history. Aside from simply introducing students to historiographical issues through some of the field's best works, it has two broad objects: First, the selection of readings will help History students preparing an examination field in Comparative Working Class History to develop a broad background in the field and engage many of the key texts. Second, for students from all fields and disciplines who are considering research on aspects of working class life, it will provide a historical context. Topics will include the history of work, organized protest, community and family life, popular culture, and working class politics. For the purposes of the seminar, the term “working class” is broadly defined and the reading will include works more commonly associated with immigration, race and ethnicity, and the history of gender and sexuality, as well as key works in labor history. I would encourage students considering the course to discuss it with me in advance, as I will consider tailoring the reading to some degree to student interests. Written

work will likely include two short papers based on the reading and a more ambitious historiographical paper on a subject of particular interest to the student.

#### **487C PROBLEMS IN AMERICAN HISTORY SINCE 1815 (Burton, V.)**

Meets With Hist 453C

*Topic: America in Crisis: National Identity in the Civil War Era*

During the Civil War era, the dominant theme of domestic politics was relations between North and South. When sectional hostility erupted in the most bloody war in our history, the nation was forced to confront questions of national character. At stake during the Civil War was the very existence of the United States, and the war posed what clearly became persistent themes in our history, including the fate of African-Americans. This problems course investigates this era of antebellum sectional conflict, Civil War, and Reconstruction as we search out clues for the identity of America. The seminar will consider the roles of national and sectional identities in precipitating sectional conflict, Civil War, and Reconstruction. How does an American national identity change as a consequence of its experiences between 1820 and 1896? In what way is Southern and Northern regional identity transformed by the experience of war and Reconstruction? How do race, ethnicity, gender, and religion influence or distort national and regional identities in this period? What is the relationship between national and local identities in this period? Although the readings will focus on sectional conflict, Civil War, and Reconstruction, students who would like to do a research seminar (453) are welcome to participate and present their research papers to the class. Research papers do not have to be strictly within the chronology or topic of the problems course. For example, research topics on the Civil Rights Movement, rural America, or religion in U.S. history are examples of topics that the instructor feels comfortable in directing.

#### **487D PROBLEMS IN AMERICAN HISTORY SINCE 1815 (Oberdeck)**

*Topic: U.S. Cultural and Intellectual History*

This course is designed to introduce students to conceptual problems that have shaped the historiography of American cultural and intellectual life; key monographic and article-length secondary sources addressing these issues as they inform our understanding of U.S. history in the nineteenth and twentieth centuries; and important primary documents in the intellectual history of American understandings of "culture." This fall order will be addressed in two units. The first unit addresses definitional, theoretical and methodological issues in American cultural and intellectual history, including problems of how to define and study popular culture, how to locate and interpret the role of intellectuals in

U.S. history; how changing constructions of "the public" shape and connect these definitions. The readings in the second unit survey in loosely chronological fashion key arenas where historians have investigated questions empirically, applying in the process a range of important methodological approaches to the problem of studying culture. This unit will also feature some readings on the history of "culture" itself as a changing concept in American intellectual life. Key topics will likely include evolutionary thought and constructions of race and ethnicity consumption; cultural constructions of class identity; changing forms of commercial entertainment; gender; constructions of space and place.

#### **488A PROBLEMS IN LATIN AMERICAN HISTORY (Love)**

*Topic: Debates on Issues in Economic and Social History*

Selected problems exploring new contributions in economic and social historiography, with an emphasis on preparing students for preliminary examinations. The second half of the course will take into account the special interests of the students enrolled.

#### **489A PROBLEMS IN AFRICAN HISTORY (Crummey)**

Same As AFRST 489

This seminar will explore the extensive literature on the history of religion in Africa. Much of that literature clusters around the Christian and Muslim traditions and covers several thousand years. We will selectively survey that literature, with particular attention to the histories of indigenous African religious traditions as well as to the ways in which African people have appropriated and shaped the traditions of Islam and Christianity. Seminar participants will be expected to produce papers which survey a relevant literature, identify a continuing problem or challenge raised by that literature, and outline a strategy to resolve the problem. That strategy should indicate some of the primary sources which might be expected to support future research.

#### **492A PROBLEMS IN COMPARATIVE HISTORY (McLaughlin)**

*Topic: Religion and Gender: The Case of Christianity*

The history of religion has been transformed within the last twenty years by the integration of feminist perspectives into the study of many traditional religious topics, as well as by the introduction of new research questions and agendas by feminist historians of religion. Scholars are now examining such topics as the role of gender and sexuality in the construction of religious symbols, the impact of sex segregation on religious institutions, and the relationship between embodiment and

religious practice. This course is designed to provide students with a foundation for comparative work on these and similar subjects, by examining theoretical work from a variety of disciplines on gender and religion, as well as historical studies of gender in early (1st through 5th century), later medieval (11th through 15th century) and modern (20th century) American Christianity.

#### **492B PROBLEMS IN COMPARATIVE HISTORY (Todorova)**

*Topic: Comparative Nationalism*

Nationalism, an issue which was considered to have passed its peak, now dominates world politics and permeates political discourse. What explains its recurrence, persistence and ubiquity? In its first part, this graduate seminar will focus on the theories of nationalism, and will deal with problems of definition, the ancient or modern origins of nationalism, its main chronological and geographical varieties and the models proposed to describe them, the typology of nationalist movements and, finally, the articulation of the nationalist discourse. The readings draw on a variety of approaches - historical, sociological, anthropological, literary, psychological -- and aim at providing a solid introduction into the scholarly literature. The second part of the course is supposed to lead to the completion of a paper which can deal with a particular aspect of any one of the world's nationalisms, with its characteristics in a given historical period, or its evolution over time, as well as comparisons between the manifestations of different nationalisms. Topics for the research papers will be as close as possible to the main geographic interests of the graduate students; they will be discussed and approved in separate individual meetings with the professor.

#### **496A HISTORY OF HISTORIOGRAPHY (Koslofsky)**

*Topic: Writing History*

An introduction to trends and themes in historical writing since the Enlightenment. In this course we will examine philosophies of history, practical questions in historical writing, developments in the historical profession in the United States, and case studies in specific fields. We will emphasize social theory as it shapes historical writing.