

HISTORY COURSES
FALL 2005

100 GL/LC GLOBAL HISTORY (TBA)

Broad introduction to global history, by exploring the global structures and transnational forces that have shaped human history, from the emergence of agriculture and urban centers to our contemporary global village. This course can be used to fulfill either Western or Nonwestern general education categories, but not both.

105AL1 LATIN AMERICA TO INDEPENDENCE (TBA)

Survey of Latin American history from the discovery of America to 1824.

120AL1 EAST ASIAN CIVILIZATIONS (Konishi)

Same as EALC 120

This course introduces the history of East Asian civilization from ancient times to the present using primary texts, literature and film. While critically engaging with the very idea of East Asian civilization, we will examine some of the historically shared themes, values, practices and ideas in ancient and premodern China, Korea and Japan. We will then look at the modern experiences of capitalism, colonialism, war, revolution, and prosaic everyday life, and how those experiences both were shared and diverged in East Asia in the wider world context. Throughout the course, we will focus on certain enduring questions of human values and culture to illuminate the past in East Asia, and in turn, to reflect on ourselves.

130A CIVILIZATION OF INDIA (Chandra)

Same as Anth 130

This survey course on the history of India and South Asia focuses on the period of pre-colonial empires to the European conquest of the subcontinent, the rise of nationalism, and the creation of the modern nation states of India, Pakistan, Sri Lanka and Bangladesh. Important themes and developments that we will cover include imperialism, colonialism, nationalism, gender, postcoloniality, subalternity, development, globalisation and the war on terror. The course will use a broad range of sources: films, novels, personal memoirs as well as historical analyses. It does not require a prior knowledge of Indian or South Asian history.

140AL1 WESTERN CIV TO 1660-ACP (Symes)

Please see course description for 141AL1.

141AL1/LC WESTERN CIV TO 1660 (Symes)

Spanning nearly three thousand years of human endeavor, this course surveys the major developments, crises, events, and movements that shaped societies

from ancient Mesopotamia to early modern England. In essence, students will learn to analyze the key problems and processes that shaped the modern world, and to better understand its institutions, ideologies, and cultures. Lectures will be supplemented by in-depth consideration of primary source materials, texts and artifacts produced by and for the people of this fascinating epoch. Students will be required to read carefully, to engage in class exercises and discussions, and to write several short papers. There will be midterm and final examinations.

142AL1/LC WESTERN CIV SINCE 1660 (Matheson, T.)

This course is intended as an introduction to the major questions and concepts in modern European history from the late seventeenth century to the present. Over the course of the past three and a half centuries, European development (cultural, economic, political, and intellectual), has had an enormous impact on shaping the world we live in today. European history has also been vital to the creation of what we think of as identity: how we define and describe ourselves, and how we define and describe others. This semester, while learning how events, ideologies, and isms (nationalism, imperialism, fascism, feminism, etc.) have contributed to the evolution of European history, we will be paying particular attention to the exploration of one central concern: the construction of our own uniquely modern identities. What motivates us to act in the ways that we do? What kinds of experiences have led us to adopt particular political and religious beliefs? What types of knowledge guide our perceptions concerning others and ourselves? Our goal will be to learn what it means to think historically about the connections between the development of modern Europe and the development of the modern individual. The historical analysis of music, art and film as well as textual sources will be integral to our work.

142JR WESTERN CIV SINCE 1660 (Ramsbottom.)

The history of modern Western Civilization demonstrates the power of ideas to unite and to divide, to liberate and to enslave. During the period between the French Revolution and the Cold War, ideologies like liberalism, imperialism, communism and fascism spread outward from their source in Europe to affect the lives of people around the world. Both Western nations and native societies in Asia and Africa were unsettled by political and economic upheaval, culminating in the most destructive warfare ever witnessed. Readings will consist of assignments in a textbook, two additional books, and a collection of original sources. A midterm, final exam, two

short papers, and participation in discussion are required.

**143AL1 WESTERN CIV SINCE 1660-ACP-
(Matheson, T.)**

Please see course description for 142AL1.

170AL1 US HIST TO 1877-ACP (Burton, O.)

Please see course description for 171AL1.

171AL1 US HIST TO 1877 (Burton, O.)

History 151LC2 is an introductory survey of American History from the first European encounters through Reconstruction. By means of lectures, discussion meetings, and reading, students explore the full range of themes -- political, social, economic, cultural--that comprised the American experience. The instructor has selected readings and structured lectures around the ideas of "community" and "liberty." On exams and in an essay students will explore what "community" and/or "liberty" meant for various groups of people in different regions and how "community"/ and o "liberty" changed over time. Race Relations will be a major emphasis of the course. The course leads toward an understanding of the shape and meaning of the past along with a knowledge of its details. In addition to a textbook, the instructor assigns several paperbacks, including novels, that vary in topic and approach. Students attend two lectures and one discussion section weekly, the latter conducted by graduate teaching assistants. In addition to traditional topics and practices, we also will use multimedia applications from the University of Illinois' RiverWeb project while exploring the History of the American Bottom region of the Mississippi River.

172AL1/LC US HIST SINCE 1877 (Oberdeck)

This is a survey of American history from the end of the Civil War to the Present. We will study the making of the modern U.S. as a diverse society and complex culture by examining social change, cultural experience, political and civic activity, as well as economic and environmental transformation. This complex history cannot be fit into a single, seamless narrative; instead, the story of modern America must be gathered from many, often inharmonious voices. In addition to offering a survey of the experiences these voices convey, the course will offer some introduction to the different ways that historians listen to and interpret them. In sections, students will have opportunities to discuss various historical interpretations and work directly with the "artifacts" of history--the primary sources that historians use to tell their stories of the past.

**174A BLACK AMERICA, 1619-PRESENT
(Cha-Jua)**

Same as AFRO 101

No description available.

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

for senior honors thesis writers only.

**200A INTRO HIST INTERPRETATION
(McLaughlin)**

Topic: The Body in History

Historians have only recently begun to investigate the history of ideas about the body and the history of the lived experience of the body. This course will explore some recent scholarship in these two areas, focusing on the history of the body in Mediterranean antiquity and in pre-modern Europe. Topics to be considered include: fasting and eating (the medical and religious contexts), experiences of pain and pleasure, the symbolic significance of blood, and the gendered body. Course requirements include participation and leadership in class discussion, and an individual research project.

**200B INTRO HIST INTERPRETATION
(Hibbard)**

Topic: Religion and Conflict in Early Modern Europe (1450-1648)

"Holy War" has raged within Europe since the 9th century AD, and Europeans have waged such wars on their frontiers and beyond. It has pitted Christians against non-Christians, and sometimes against each other. Our subject will be the phase in this long history that extended from the Reconquista in Spain to the general European peace of 1648. We will be looking at real and metaphorical warfare, considering how the image of the enemy, or "other", was developed and sustained, and also how rituals of peacemaking and conciliation came into being. We will read primary sources and published research, and students will prepare a research paper using the methods explored and the skills developed in this course.

**200E INTRO HIST INTERPRETATION
(Koslofsky)**

Topic: The History of Night, Medieval to Modern

How can historians write a history of human experience between dusk and dawn? The night has often been associated with the extremes of human experience, ranging from fear to pleasure and from the carnal to the spiritual. Beyond understanding "night life" and attitudes toward the night in times past, studying the history of night also opens up a fascinating range of economic, social, and cultural topics.

This course will not attempt to chronicle all things done at night over the last ten centuries - instead we will explore changing understandings of the night and changing uses of the night from the Middle Ages 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, night work, the rural night, sexuality, and film noir. We will read primary sources and published research on various aspects of the night. Assignments include response papers, a mid-term examination, and a research paper based on primary sources.

200F INTRO HIST 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.

201LEC ENVIRONMENTAL HISTORY (Curmme)

Same as Envs 201

Satisfies the General Education requirement for Historical and Philosophical Perspectives and for Western Cultures "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 introduces 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 Mexico paying particular attention to grassland environments.

Two written assignments are required: (1) a diary of one week of environmental observation around campus; and (2) a web-based paper exploring the continuing relevance of Rachel Carson's Silent Spring. There will be two hourlies and one final exam.

205A HIST LATIN AMERICA THRU TEXTS (Jacobsen)

Introduction to Latin American civilization from the 16th to 20th centuries through fiction, history, and political essays.

222A CHINESE THGHT CONFUCIUS TO MAO (Chow)

Same as EALC 222, RELST 224

This course takes a cultural approach to Chinese thought. 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 contexts, 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.

247A THE EARLY MIDDLE AGES (McLaughlin)

Same As MDVL 247

The title of this course has not yet been officially changed to match its new contents. History 247 no longer focuses just on the early middle ages, but rather serves as an introduction to the whole history of the middle ages. We will be talking about invasions and conversions, kings and popes, plows and cannons, troubadour poetry and mystical visions, and many other aspects of life in Europe between the fifth and the fifteenth century. Requirements include class participation, a group debate project, ten brief "microthemes," and a final exam.

259A CONTEMP ECON SOC CULTURE (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 and first years of the twenty-first centuries. 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. We will also use films to convey a sense of the present and last half century.

In the first part of the course, we shall survey the background leading up to the Second World War, including Stalin's Russia, Hitler's Germany, and the rise of Japan. We shall then turn to the Second World War considering 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 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 and dissolution of the Soviet Union, and the world after 9/11.

260A SURVEY OF RUSSIAN HISTORY (Steinberg)

Topic: Power, Imagination, and the Everyday

This course explores Russian history from the beginning to today through historical documents, literature, art, and scholarly readings that focus on questions of culture and experience. This survey course is not just about "what happened." Three themes stand at the center of our tour of the Russian past: Power and resistance: rulers and their ideals as well as dissent and rebellion. Vision and imagination: ways of thinking, feeling, seeing, and dreaming expressed in art, music, literature, ideas, religion, and spirituality. The experience of everyday life.

273A ILLINOIS HISTORY (Barrett)

This is an overview of Illinois and Chicago history with the time about equally divided between the city and the state. It emphasizes social history over narrative political history. In practice, this means a broad view of the processes that formed the population, economy, culture, and social relations of Illinois and Chicago over the past two hundred years or so. The approach focuses in particular on the experiences and contributions of common people over political and economic elites. The course begins with a consideration of the state's Native American roots and goes on to analyze the creation of a multi-ethnic and multi-racial society through the processes of immigration and internal migration. The resulting class, ethnic, and racial conflict helps to explain the character of the state as we find it today. The course ends with some consideration of Illinois as an important site of big science and high technology. Illinois is a particularly vibrant case study of the sorts of historical processes that have transformed life in the US and this broader context is stressed throughout; the peculiar history of the state is less

important than what it seems to represent in the broader development of the US as a society. Readings will likely consist of a course reader, a couple of texts, and at least one novel. Assessment will be based on mid-term and final exams and a short paper, though smaller exercises are also possible.

275A AFRO-AMERICAN HISTORY TO 1877 (Edwards, B)

Same as AFRO 275

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.

280A CARIBBEAN LATINA/O MIGRATION (Burgos)

Same as LLS 280

Evidence of the "Latin Explosion" in U.S. popular culture is everywhere. In the past years the nation has been mesmerized by the artistic work of Jennifer Lopez, Mark Anthony, Shakira, among others. On the baseball diamond, the heroics of "Slamming" Sammy Sosa and other Caribbean Latino players have been at the center of the resurgence of America's game (baseball). The Latino presence has also sparked the transformation of marketing strategies of major corporations like Pepsi, Coca-Cola, among many others. This 'boom' has been accompanied, however, with popular images that present Latinos primarily as recent arrivals, crossovers, and exotic foreigners regardless of national origins or citizenship status. This course is geared toward developing a more historical understanding about the place of Caribbean Latinos in U.S. society. Through course materials, class discussions, and lectures we will explore the political and cultural relationships established between the U.S. and the Spanish-speaking Caribbean, the process of community building for these groups, and the struggles that Caribbean Latinos have had over finding their place in the United States. A variety of individual and group exercises in addition to written assignments will be used to accomplish another of the major goals of this course—further developing our ability to think, write, and to analyze in a historical manner. Graded assignments will consist of response papers, a 5-7 page critical essay, and two exams.

285A US GENDER HISTORY TO 1877 (Pleck)

Same as GWS 285

This course aims to introduce students to changing ideals and life experiences of American women from the period just prior to the arrival of European explorers to the Civil War. The readings draw on primary sources and historian's

interpretations to emphasize the work, family, and political activities of American women, within the context of larger changes in colonial America and the United States. These larger changes include colonialism and European settlement, the role of Enlightenment ideas, the growth of an industrial economy, the expansion of slavery, and the rise of nineteenth century reform movements. Students will learn to think critically about historical arguments and the use of evidence.

295A HONORS COLLOQUIUM (Leff)

Topic: Civil Liberties and Fears of Subversion since World War

At various points in the 20th century, a psychological state of siege has dominated American political life, subjecting claimed subversives to police surveillance, detention, mobbing, and restrictions upon First Amendment freedoms. The post-9/11 "war on terrorism" brings into urgent focus issues of citizenship, subversion, civil liberties, and the imperatives of imposed political orthodoxy. This Campus Honors Program seminar investigates these issues by contextualizing the current civil liberties atmosphere through an intensive analysis of a series of historical case studies: images of the American "enemy"; the Red Scare after World War I, the internment of Japanese-Americans in World War II; McCarthyism; and the resentments generated by 1960s protest movements. Conversely, contemporary events will be used to help frame historians' opposing interpretations of past "witch hunts" and a range of related primary sources, including a photocopied documents collection of public opinion polls, internal government memoranda, propaganda posters, Congressional hearings and speeches and magazine articles. In addition to exploring these sources, members of the seminar will complete a number of short and medium-length reviews and essays staking out their positions on major issues of the course.

295B HONORS COLLOQUIUM (Liebersohn)

Topic: History of Travel

Just about everyone likes to travel - but why? What motivates us, and what do we learn by leaving home? In this course we will try to answer these questions and to understand how our multi-cultural, globalized society is the outcome of centuries of travel. We'll look at famous explorers, but also at the beachcombers, missionaries, non-Europeans, and other men and women who have circulated around the world since Columbus; we'll use novels, non-fiction, movies, and original historical documents to bring their experiences to life. Our library is rich in travel accounts and we will make at least one special trip to the library and its rare books room to familiarize class members with its resources.

300PF TOPICS IN FILM AND HISTORY (Fu)

Meets with AAS 490

Topic: Pan-Chinese Cinemas: In Search of Modernity and Globalization

This course deals with the varied and interconnected histories of Chinese cinemas in China, Hong Kong, Taiwan, and diasporic Chinese communities in Southeast Asia and North America from the 1920s to today. It approaches Chinese cinemas as both a social practice and a part of the modern urban popular cultural experiences in a period marked by wars, revolutions, and economic transformation. The rise of cinemas in China were embedded in a historical context of imperialism and nationalism, and their developments have been interwoven with a vision for cultural modernity and a global audience. These contexts and visions define the themes for this course. Course requirements include research paper, film reviews, and class presentations.

360A ENLIGHTENMENT TO EXISTENTIALISM (Micale)

This course is a lecture survey of the leading movements in thought, culture, and style in Europe, inclusive of Britain, from the mid-seventeenth to the mid-twentieth century. Topics include the Enlightenment, Romanticism, Marxism, Darwinian evolution, Modernism, Nietzsche, Freud, Einstein, World War One and intellectual life, and French and German Existentialism.

361A EURO THOUGHT & SOC SINCE 1789 (Liebersohn)

Same as SOC 368

The revolutionary principles of liberty, equality, and fraternity have set the course for modern politics, but have proved difficult to reconcile in the nineteenth and twentieth centuries. This course will examine their fate by looking at social thought since the late eighteenth century, with a special emphasis on discussions of liberty.

363B 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. Grades will be determined

by three 50-minute short-answer exams spaced equally through the semester.

372A AMERICA'S REPUBLIC, 1789-1861 (Ratner)

"This course focuses on the search for answers to some of the important questions about the history of the American republic from its founding through its early developmental period. Among the questions posed are how, having rejected the authority of government, could governmental authority be re-asserted after the Revolution? Could people accept a nationalist concept of America when for so long they defined themselves by their locality? Why did the American republic become a democracy and how did democracy change the republic? Could republican principles survive in a market-driven society? How did Americans live with the paradox of believing their society was the best ever devised and, at the same time, worried that it would destroy itself?

In our search for answers to these and other questions we will examine among other things: the conflict over whether to ratify the Constitution; the development of American politics; the role of war in shaping an American identity; the American pre-occupation with the moral right and wrong of their new society; and the relationship between religion and politics in a society founded on the principle of separation of church and state."

377A UNITED STATES SINCE 1932 (Leff)

This course follows American responses to domestic and foreign challenges, from capitalism's seeming economic collapse in the 1930s to post-WWII visions of an American Century to post-9/11 efforts to shape a new world order through a war on terrorism. A course covering the past three-quarters of a century amply illustrates James Baldwin's claim that "the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do." This course therefore confronts such subjects as the social movements (with special emphasis on Black Freedom struggles) that sought to bring change; the presidential leadership strategies (from Herbert Hoover and Franklin Roosevelt through George W. Bush) that sought to direct and/or control it; the evolving manifestations and distributions of power in American society; the effects of anti-communist crusades at home (McCarthyism) and abroad (origins, evolution, and transformation of the Cold War); the long-term impact of the New Deal welfare state and cultures of consumption; and engagements with American dilemmas of race, ethnicity, feminism, and the culture war legacies of the 1960s. Assessment will be based primarily on a midterm, a final, participation in class discussion and a website discussion board, and a 10-page argumentative research paper, each asking students to stake out their

own positions on the historical issues threaded through the course.

396EM SPECIAL TOPICS (McDuffie)

Meets with GWS 380 and AFRO 380A

Topic: Black Women's History

.How and why have the lives of women of African descent changed over time? How did enslavement, migration, industrialization, urbanization, wage labor, colonialism, and decolonization transform the lives and subjectivities of women of African descent? How and why have black women in North America, the Caribbean, Latin America, Europe, and Africa seized the time and sought to liberate themselves and their communities? How have black female writers, artists, and intellectuals attempted to develop a black feminist/womanist aesthetic? How has modernity shaped the social construction of black women's identities as well as notions of femininity and masculinity within black communities? How have women of African descent contested the meaning of "black"? What are the differences between black feminist and white feminist discourses? Why and how have women of African descent been critical to maintaining families and in building community institutions? How have black women come to understand lesbianism, heterosexism, and motherhood? Where are black women heading as we move into the new millennium?

These are just a few of the many questions that this class will seek to answer. We will trace the development of black feminist/womanist consciousness, the socio-economic status of women of African descent, changing gender relations within communities of African descent, black women's roles in social and religious movements, and representations of black women in popular culture from the 16th century to the present-day. The course will utilize an interdisciplinary, diasporic, black feminist approach to appreciate critically these topics. We will read exciting works by Audre Lorde, Angela Davis, Assata Shakur, Buchi Emecheta, and Patricia Hill Collins and use film and music to critically understand black women's history and their critical roles in black cultural life.

396KH SPECIAL TOPICS (Hitchins)

Topic: The Balkans in World War II

An investigation of what World War II meant for individual countries --Romania, Yugoslavia, Bulgaria, Greece, and Albania-- and for the region as a whole. We begin with a survey of Balkan social, economic, political, and cultural life and the region's place in international relations in the 1930s. We then study a series of major topics: the diplomatic struggle for the Balkans between the mid-1930s and April 1941; the military assault on the Balkans by Italy and Germany, 1939-1941; the Axis occupation and resistance to it in Yugoslavia, Greece, and Albania;

the authoritarian nature of the war-time regimes of Germany's "allies": Romania, Bulgaria, and Croatia; the fate of Jews and other minorities; and the "liberation" of the region in 1944 and 1945. We conclude with a study of the "transition period" (1944-1948), during which the Communists came to power in Yugoslavia, Romania, Bulgaria, and Albania, while Greece became a member of the Western alliance. There will be ample readings in sources and a research paper.

422 SOC-ECON HIST MODERN CHINA (Fu)

Same as EALC 421

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.

427 TWENTIETH CENTURY JAPAN (Konishi)

Same as EALC 427

Study of the people, culture, and society of Japan from 1868 to the present. Traces Japan's transformation from an insular bastion of "centralized feudalism" into a cross-cultural crucible of post-industrial democracy.

434 WOMEN IN MUSLIM SOCIETIES (Hoffman)

Same as ANTH 403, GLBL 403, GWS 403, RLST 403

This course examines the gender ideologies and social realities affecting the lives of women in various Muslim countries. We will begin with the ideological foundations, paradigmatic female figures, and historical precedents of early Islam, as well as the status of women in Islamic law and the potential for reinterpretation of Islamic law. From there we move to ethnographic studies and first-person accounts of contemporary women in several countries, the processes of social change and emergence of feminist movements, the rise of political Islam, and the challenges posed to women's human rights in the Muslim world.

438 EGYPT SINCE WORLD WAR I (Cuno)

Same as AFST 437

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.

439 THE OTTOMAN EMPIRE (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.

442 ROMAN LAW AND LEGAL TRAD (Mathisen)

This course will focus on the role played by law, broadly writ, in the Roman world, and at what the law tells us about Roman political, administrative, and social institutions. It will look at how the law was administered and at the role of the Roman Senate, Roman emperors, and barbarian kings in the promulgation of law from the Republican era on into the Byzantine period and the barbarian successor states. It will consider how laws

and law codes came into being, how different types of legal documents evolved, the mechanisms by which legal documents were issued, and how legal rulings were put into effect.

445 MEDIEVAL ENGLAND (Symes)

Same as MDVL 444

A course devoted to the main sources and problems of English history, from the end of Roman rule in Britain (c. 410) to the sixteenth century. Readings and discussions will focus on the rise of a distinctive (and distinctively literate) Anglo-Saxon culture, the continuity and discontinuity of identities and institutions before and after the Norman invasion of 1066, the governmental and legal innovations of kings from Henry I to Edward I, the cultural and social changes of the thirteenth and fourteenth centuries, the political and military upheavals of the fifteenth, and the early modern aftermath of these processes. Related themes and topics will include the role of women, the changing status of commoners, intellectual developments, technological innovations, and the importance of theatre and other public media. Students will be expected to read primary materials and some secondary scholarship in English (perhaps even Middle English), to write several papers, to participate actively in class, and to take midterm and final examinations.

446 ENGLAND UNDER TUDORS 1485-1603 (Hibbard)

We remember sixteenth century England as an age of glory--Elizabeth I, the defeat of the Armada, the early years of Shakespeare--but to contemporaries it seemed a riven and troubled time. Shaken by the Reformation crisis and by rapid economic change, on the brink of civil war in the reigns of a child and two women, threatened by the superpower of the era in the form of Spain under Philip II, England struggled to maintain its independence and internal coherence. What were the real causes of the Reformation in England? How did ordinary people feel about the religious changes? How was politics organized, and what role did parliament have in the realm? How did Elizabeth I succeed as a ruler in that traditional "men's club," the English royal court? Who were the Puritans, and how did their religious ideas have political repercussions? What was the nature of England's connections with other parts of the British Isles, and with Europe?

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.

466 SOUTHEASTERN EUROPE (Hitchins)

A study of political and economic development and of changes in social structure as the region moved from medieval to modern forms and mentalities and made the transition from Ottoman Turkish domination to independent statehood. Among the subjects to be investigated are Ottoman institutions and the effects of Ottoman political and economic predominance north of the Danube (the Romanian principalities of Moldavia and Wallachia) and to the south (the Serbs, Bulgarians, Greeks, and Albanians); the rise of national consciousness, the emergence of modern elites, and the struggles for independence and the processes of nation-building in the nineteenth century; the role of the great powers (the Habsburg Monarchy, Russia, France, Great Britain, and Germany) in the region; and ideologies of development (liberalism, conservatism, agrarianism, and socialism) and the acceptance and rejection of Europe as a model. Certain fundamental questions will be addressed, among them, why did Southeastern Europe follow a course of development different from that of Western Europe and are we justified in treating the region as distinct from the rest of Europe, and, if it is distinct, what were the qualities that defined it? There will be ample readings, including literary works, and a research paper.

478 BLACK FREEDOM MOVE, 1955-PRESENT (Lang)

Same As AFRO 474

The late 1950s, 1960s, and early '70s was one of the most transformative moments in modern U.S. history. Understanding this period is impossible without knowledge of African Americans' role in sparking movements for progressive social change. "Civil Rights" and "Black Power" have been the subject of numerous books, autobiographies, feature films, celebrations, scholarly articles, and documentaries, with more to follow. However, Civil Rights and Black Power were both phases of a broader "Black Freedom Movement." This course provides a narrative and interpretive overview of the modern Black Freedom Movement, framing it within the national and international contexts in which it unfolded.

Using readings, lecture, film, classroom discussion, and music, this course explores several questions and themes: What is a social movement? How are social movements important to historical change? What were the short-term and long-term origins of the Civil Rights struggle? How did this Civil Rights struggle give way to demands for "Black Power"? What was Black Power, and how was it both the same as, and distinct from, Civil Rights? What roles did class and gender play in both Civil Rights and Black Power struggles? How did Black Freedom activists benefit from the active support of allies from other racial groups? What are the

contemporary legacies of the Black Freedom Movement, and does a movement exist today?

482 SLAVERY IN THE UNITED STATES (Roediger)

Same As AFRO 460

This writing intensive course's goals include fostering the ability to think and write and reason historically. In particular it encourages students to think carefully about primary documents (sources from the period) and to consider what they tell us about slavery. Some reading of historians will also be undertaken, but the emphasis will be on your ability to create, reason and communicate, orally and in writing. Intellectually we will be exploring the possibilities of doing what an older generation of scholars called history-from-the-bottom-up (and what more recently has been called subaltern history). That is, we will attempt to learn the history of slavery from the slave's point of view, while recognizing that the sources for doing so are often few and problematic. Attendance is absolutely required in this seminar. A series of short papers (total: 20 to 25 pages) requiring no research beyond course readings is required.

483 RACE & SCIENCE (Edwards, B.)

Same As AFRO 466

Race and Science examines the development of race in theories of science and the role of science in theories of race, focusing particularly on the histories of biology, anthropology and American politics. The course traces the historical development of the race concept since from the Enlightenment to the twentieth.

495 HONORS SEMINAR (Edelson)

Topic: Environment and Society in Early America

This seminar explores early American environmental history. To the first colonists, the attraction of America was largely the promise of abundant, fertile land. Who had the right to own this land? Who would work it? How would agriculture, material culture, and labor change in the New World? As Europeans, Africans, and Native Americans struggled to answer these questions, in collaboration and in violence, the natural world remained central to early American economy, society, politics, and culture. With our focus on British North America and the Caribbean, c. 1600-1830, we will read excerpts from key primary sources in the environmental history of early America, including William Wood's *New England's Prospect* (1634), Sir Hans Sloane's *Natural History of Jamaica* (1707-25), and Thomas Jefferson's *Notes on the State of Virginia* (1781-82). We will also read the work of scholars who have made use of these sources to discuss strategies of historical analysis and interpretation.

498B RESEARCH AND WRITING SEMINAR (Matheson, T)

Topic: Making Sex, Making Selves: The Body and Sexuality in Modern European History

This course will investigate how scholars of Modern Europe (from the 18thC to the present) have approached the body and sexuality as objects of historical inquiry. What is sexuality? How is it practiced, produced, policed, constructed, represented, liberated, controlled? Has it changed over time? How do society and culture influence the ways that we understand embodiment? We shall begin by investigating the methodological and theoretical questions circumscribing work in these fields. Our readings will be structured thematically around such topics as sexual orientation, pornography and the erotic, colonial/postcolonial sexual economies, prostitution, sexology and sexual norms, reproductive technologies, disabilities, surgical interventions, masturbation, eugenics, eating disorders and bodily control, sexual education, and bodily adornment and mutilation. Our work may include analyses of the body and sexuality in art, literature, music, advertising, and film.

498E RESEARCH AND WRITING SEMINAR (Pleck.)

Topic: The Sexual Revolution in the U.S.: 1950 to 1990

What was the sexual revolution in the U.S.? Did it begin in the 1940s, the 1950s, or 1960s? What were its causes and consequences? What was the significance of major figures such as Alfred Kinsey? Who defines what sexuality is? The course is limited to U.S. history and will concentrate on a thirty year period prior to the discovery of AIDS. There will be a few shared readings and short papers on films and readings. Then students will begin primary research projects. The point of readings and class discussion is not to impart a point of view. The main focus of the class is on producing a scholarly paper based on original research in primary sources.

498F RESEARCH AND WRITING SEMINAR (Michalove)

Topic: "State and Society in the Fifteenth Century"

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.

The fifteenth century, poised between the medieval and early modern eras, was one of remarkable change throughout Europe. Contact with other cultures, which had begun much earlier in the medieval period, accelerated. Trade, war, and religion all caused conflict within the European setting and between Europeans, Africans, and various peoples of the Ottoman Empire. This course will explore the opportunities and tensions, continuities and changes that are the hallmark of this turbulent century and how the events of the fifteenth century set the stage for the early modern world. The fall of Constantinople, the end of the Hundred Years' War, and the Italian Wars will highlight not only military conflict but political aims and religious issues. Increasing fluidity in class structure through the creation of a mercantile society and the depredations of plague will highlight social tensions. Racial issues, always present in the conflict between Muslims and Christians, become even more prominent as Europeans gain a foothold in Africa.

Through the eyes of Nicholas Fleury and his family, friends, and enemies, the rich cultures of the world come together in a way that makes the complicated history of a diverse geography more comprehensible. Nicholas is not a historical person, but most of the people he encounters are real, even if in many cases we know little about them. The course will range in area from the Burgundian and French courts to Africa, Italy, Cyprus, Scotland, Poland, and Russia. The geographical and thematic depth will allow students to range widely in terms of paper topics.

While most of the required readings for this course will be fiction, students will be expected to use the novels as a jumping-off point for exploring the primary and secondary sources that help illuminate the history of the fifteenth century.

498H RESEARCH AND WRITING SEMINAR (Reagan.)

Topic: Disabilities

This course will focus on an emerging area of historical research, disability history. Of course, disabilities have been studied in the past, but the disabled were viewed as social problems, medical problems, and victims. The disability rights movement, with its emphasis on the humanity of the disabled and their rights to equal citizenship in the United States has changed the way that the country and scholars understand disabilities. Indeed, the social movement changed the terms of discussion from "the handicapped" to the disabled and, most important, insisted that disability is not in the person, but is socially, legally, and culturally constructed. Disability studies and disability history has analyzed and built upon these insights.

We will read secondary scholarly literature as well as sample first-person accounts of disability for our classroom discussions. Topics are likely to

include the history of institutionalization, the categorization of disabilities, social movements for and by the disabled, veterans, children, "freaks," education, the Americans with Disabilities Act, Deaf culture, and stars such as Helen Keller, FDR, and the poster-child. The course will largely concentrate on U.S. history, but we will do some reading from other parts of the world as well.

Because the purpose of the course is to research and write an original research paper, we will also analyze primary sources together in class and devote much of our time to discussing the methods of research, the identification of sources, analysis, and historical writing. Each student will choose a research topic with the approval and assistance of the professor. Students will read and critique each others' papers as part of the writing process. The class provides students with an opportunity to think creatively and propose research of interest to them.

498I RESEARCH AND WRITING SEMINAR (Micale)

Topic: The French Avant Garde, 1848-1914

This undergraduate seminar studies a sequence of historical episodes in modern French cultural history that characterized the emergence of a formal artistic and intellectual avant garde. The course will examine the publication of Gustave Flaubert's novel *Madame Bovary*, the publication of Charles Baudelaire's poetry collection *Les fleurs du mal*, the staging of the first exhibition of Impressionist paintings, the construction of the Eiffel Tower, the appearance of Henri Bergson's first work of philosophy, the controversy surrounding the sculptures of Auguste Rodin, and the performance of Igor Stravinsky's ballet *Rite of Spring* in 1913.

498J RESEARCH AND WRITING SEMINAR (Hughes, D.)

Topic: The Decline of the British Empire

This course will both assess the impact of the decline of the British Empire on the United Kingdom and examine the ways in which those nations that constituted the Empire responded to its break-up from 1914 to 2004. As the Empire receded the Commonwealth emerged, and the connections between those member nations will be analyzed. We will examine the imperial culture and transnational politics that united Britain's most successful settlements around the world, but we will also address the intra-colonial struggles that disrupted these imperial ties. More importantly, however, we will assess the impact of this decline on the peoples who once constituted the subjects of the Empire and evaluate the importance of race, class, religion and gender to constructions of the imperial and post-imperial citizenship. We will explore multiple imperial geographies including Australia, Canada, India, New Zealand, South Africa, the Caribbean, as well as Colonial and Mandate possessions in Africa,

the Middle East and Asia in an attempt to locate the variety of political, economic and cultural forces that participated in the devolution of Empire and defined much of the English speaking world through the twentieth century.

498K RESEARCH AND WRITING SEMINAR (Mackaman)

Topic: War, Revolt, Reaction: The U.S. and Europe in Comparative Perspective, 1914-1929

This course compares the United States with several European societies during a critical period of historical development, one that witnessed total war, social and cultural upheaval, and then attempts to create new domestic and international equilibrium. Students will analyze historical changes with reference to several key analytical categories, including class, gender, race, and nationality. Comparisons will be made not only to elucidate similar contours of change during and after World War One, but also in order to understand how transnational ideologies and events directly influenced developments within the United States and other societies.

502AE PROB IN COMPARATIVE HISTORY (Espiritu)

Topic: US Colonialism and the Philippines

Understanding of Philippine history is becoming increasingly important in light of contemporary global developments. While the “First World” has seen the rise of flexible capitalism and as new Asian “tigers” like China, Taiwan, and Singapore have developed transnational systems that maximize their position in international trade, the Philippines has paradoxically increased its export of labor and professional personnel while increasingly attracting outsourcing ventures. Next to Mexico, the Philippines is the world's second largest exporter of foreign workers, with remittances totaling \$8 billion, a significant proportion of the country's gross national product. Filipinos today are found throughout East and Southeast Asia, Australia, the Pacific Islands, the Middle East, Europe, and North America.

Yet, while there are numerous studies of contemporary Filipino migration, there have hitherto been few searching analysis of the colonial and post-colonial histories of the Philippines and the cultural consequences of Filipino migration. This course will attempt to remedy these gaps through a survey of Philippine history that focuses on the global, transnational, and migrant dimensions of the Filipino past. It will survey critical aspects of Filipino history throughout the 20th century - the Philippine anti-colonial struggle against Spain, the Spanish-American and the U. S. - Philippine Wars, the American encounter with slavery, the formation of the colonial state, the rise of colonial modernity and expatriate Filipino cultures in the Pacific Islands and

the United States, the Japanese occupation of the Philippines, and the rise of peasant insurgencies in the post-war era. These topics will be explored in a comparative and transnational dimension that connects Philippine history to the histories of the Spanish, American, and Japanese empires, histories of nationalism, race, and gender, and worldwide experiences of slavery, state formation, and cultural change.

502CE PROB IN COMPARATIVE HISTORY (Crummey and Edelson)

Topic: Comparative Environmental History

This seminar is intended to give students an introduction, at the advanced level, to the field of environmental history through a comparative focus on historiographies and conceptual issues as the discipline has developed over the last century in different parts of the world. The first eight weeks will be dedicated to reviewing the basic conceptual literature in the field, reading some of the notable classics, and exploring case studies drawn, more or less equally, from the United States, Latin America and Africa. Our interests focus on the forces making for, and the methodologies used to establish, large-scale landscape change and the ways in which these are perceived and theorized. Our discussions will necessarily explore linkages between colonialism, the environment, and ways of thinking related to environmentalism and postcolonial perspectives. The latter half of the semester will be dedicated to student work presented first as proposals and then as papers in development. We hope to create a community of scholarly inquiry in which conversation amongst peers leads to the critique and development of individual papers, reflecting the diverse backgrounds and interests, which we expect to characterize the seminar participants. History graduate students working on environmental themes will be eligible to participate in campus-wide cross-disciplinary workshops and to apply for research fellowships through the Program on Human Dimensions of Environmental Systems and the Environmental Council.

502KB PROB IN COMPARATIVE HISTORY (Barrett and Koenker.)

Topic: Comparative Working Class History

This reading seminar in comparative working class history will embrace several traditional topics -- work, trade unions, strikes and other forms of working class protest, working class politics and culture, but it will also develop several less typical themes -- consumption, everyday life, leisure pursuits, and personal as well as collective forms of identity. Although the major emphasis will be on US, Russian, and Western European working class life, we expect to include as well some readings on East Asia, Latin America, and Africa. The course is intended for History graduate students who are

preparing a field in comparative working class history, but also for students in other fields and disciplines who have interests in the study of working class life. Professor Koenker is a historian of the Russian Revolution and Soviet Russia. Among her current projects is a study of vacations and travel in the Soviet era. Professor Barrett is a historian of the twentieth century US. His past research includes the study of work, racial and ethnic identity in diverse working class communities, and socialism and communism in the USA. His current research includes work on the relations between settled immigrant workers like the Irish and more recent European immigrants and migrants of color. Assessment will be based on two short papers, one probably based on a worker's personal narrative, and a longer historiographical paper on a topic chosen by the student in consultation with the instructors.

502MT PROB 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 to 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.

507A PROB IN LATIN AMERICAN HIST

No course description available

520WC PROBLEMS IN CHINESE HISTORY (Chow)

Same as EALC 520

Topic: Printing, Publishing, and History of the Book in China

This course introduces students to recent scholarly works on the approaches, methodologies, and major issues in the study of print culture of China. We will examine works on printing

technology, book production, and publishing. There are many important questions and issues that will be addressed in this course. Did Chinese printers use only woodblock printing and make no progress in making movable type printing a practical technology? How were books produced, distributed, and marketed? Were there niche markets? Where and how did publishers obtain manuscripts for publication? Who bought books? Were books too expensive for the lower classes? Was Chinese writing too difficult for the spread of literacy, constraining the cultural impact of printing in imperial China? What was the impact of printing on education, politics, communication, religion, and cultural production? Is reading gendered? Did the boom of commercial publishing in the sixteenth and seventeenth century create multiple reading publics of men and women? Did printing contribute to the fashioning of a common literary culture of China or did it promote diverse local cultures? What are the implications of these recent findings for a comparative study of printing in Asia and Europe?

Participation in discussion is required and students are responsible for making presentations. There will be written assignments and a final seminar paper.

526A PROBLEMS IN JAPANESE HISTORY (Toby)

Same as EALC 526 and EALC 527

Meets with History 527A

Topic: "Inventing Edo: Making the Early Modern Metropolis"

Edo, the early-modern political capital of Japan, was the world's largest city in 1700, with over a million people. Barely a century earlier Edo, when in 1590 Tokugawa Ieyasu chose it as his headquarters, was little more than the ruins of a medieval frontier fortification, midway between the modest port of Shinagawa, and the ancient pilgrimage center at Asakusa. Ieyasu's emergence after 1600 as de facto secular monarch (shogun) made Edo the political center of Japan, but it was still a cultural and commercial backwater. By 1700, Edo had begun to displace Osaka and Kyoto as cultural forces, and its economic power as the largest center of consumption was transforming the rest of the country. What were the roots of Edo's meteoric rise? What were the politics of space and culture? How did the repeated disasters and human conflicts--it was said that "fires and fights are the flowers of Edo"--and the consequently near-constant remaking of the city, affect rhythms of daily life, allocation of space, gender relations?

We will read both modern scholarship and contemporary sources (Japanese materials as well as observations of contemporary foreign visitors), including both visual and textual material, such as maps, paintings, prints, diaries, fiction, and guide books, in order to approach the life of early modern

Edo through the eyes and ears of the people who experienced it first-hand. At the methodological level, we will pay significant attention to the interpretation of non-verbal texts (maps, artwork, artifacts) as historical source materials, and to issues of the reading of urban space as it maps social, cultural, political, economic, and ecological relations.

Seminar participants will write original research papers based on primary sources (527) or historiographical essays on the state of the field based on modern scholarship (526). A reading knowledge of Japanese is recommended, but not required.

542A PROBLEMS IN MEDIEVAL HISTORY (Mathisen, R.)

Same as MDVL 542

The purpose of this seminar will be, first of all, to provide a firm grounding in historical and methodological aspects of issues relating to political frontiers, conceptions of ethnicity, and the creation of identity in Late Antiquity and the early Middle Ages. Secondly, it will permit each student to pursue a research topic consistent with his/her interests. In particular, the opportunity to use a comparative approach and make use of different (and perhaps unfamiliar, but no less valuable) methodologies will be available for students of modern European and American ethnicity, identity, and frontiers to apply to modern-day topics.

551A PROB EUROPEAN HIST SINCE 1789 (Matheson, T.)

Topic: Problems and Directed Readings in Modern European History, 1789-1989

This course is intended as an introduction to graduate study in Modern European History. Our goal is to become familiar with a selection of the major theoretical and methodological debates that have shaped the field, to sharpen our abilities to identify and critique historiographical arguments and to develop an awareness of the issues and topics now influencing new directions in historical research. Pervasive thematic concerns include: modernity and modernization; paradigms and peculiarities; identity and difference; continuity and rupture; nationalism and transnationalism; and time, space and culture. Necessarily partial in scope, our syllabus will draw on both classic texts and recent scholarship. Readings may include works by Roger Chartier, Francois Furet, Lynn Hunt, Peter Sahlins, E.P. Thompson, Anna Clarke, Edward Said, Elizabeth Thompson, Stephen Kotkin, Daniel Goldhagen, Christopher Browning, Stephen Kern, T. J. Clarke, Modrus Eksteins, Geoff Eley, Stephane Audoin-Rouzeau, Robert J. C. Young, Kristin Ross and Padraic Kenney. In addition to sharing the responsibilities for introducing weekly discussions, assignments will include weekly one-page response papers, a 5 page critical review and

one longer historiographical essay (12-15) pages, which may be submitted in two drafts.

560 PROBLEMS IN RUSSIAN HISTORY (Steinberg, M.)

Topic: POLITICS, SOCIETY, AND CULTURE IN MODERN RUSSIA, 1801-1917

Major themes in the history and historiography of Russia from the early 19th century through the revolution of 1917. The course focuses on the exercise and justifications of authority, intellectual and cultural trends, and social life. Central to the course are questions of historical methodology and theory as well as of the interpretation of the Russian past. The emphasis is on examining new work in the field. Themes to be explored include the imperial autocracy, empire and nation, self and collectivity, political ideology, reform and revolution, rural society, industrialization and urban life, cultural innovation, popular cultures, religion, social conflict and cohesion, and family and gender.

570 LEGAL CULTURES OF EARLY AMERICA (Ross, R.)

Meets with Law 698

This seminar will explore the social and intellectual history of American law in the colonial period. While we will pay some attention to the development of legal rules and institutions, we will concentrate on legal culture—on that configuration of values and habits of mind that shaped the operation of the legal system and informed how colonists understood the law's purposes and meanings. In so doing, the course will stress the multiple roles of law: as a way of resolving disputes, distributing resources, channeling politics and social development, shaping personal identities, and creating authoritative categories of knowledge.

The seminar is organized into five main parts. The first section examines the legal foundations and justifications of English colonization in North America. The second charts how colonization produced divergent regional legal cultures in the seventeenth century Chesapeake and in Puritan New England. The third looks at the regulation of slavery and of gender relations. The fourth returns to the problem of seventeenth-century legal culture, exploring not regional variation, but the important and distinctive characteristics of that legal culture evident throughout the American colonies, characteristics that lent it a flavor or style. Finally, the fifth section asks how and why the legal culture of the eighteenth century displaced that of the seventeenth. Stronger imperial oversight, the growing importance of trained lawyers, and the expansion of population and commerce are all considered as causes of this transformation. The seminar ends by asking if there is a rubric that aptly describes the course of colonial legal development from 1600 to

1760-perhaps modernization, or anglicization, or the formalization of informal law?

**572A PROB IN US HIST SINCE 1815
(Burton, O.)**

Meets with Hist. 573

Topic: Sectional Conflict, Civil War, Reconstruction - American Identity in the Nineteenth Century

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, and the different and changing meanings of "liberty" and "community." This problems course investigates the era of antebellum sectional conflict, Civil War, and Reconstruction, most of the nineteenth century, 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 1900. Who freed enslaved people in the United States? How does the 13th, 14th, and 15th amendment change suffrage and the legal system? When did Reconstruction end, or did it? 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? During the first portion of the course, students who elect to do the research seminar on Southern History (573) will meet with the class. Students in both 572 and 573 will read and critique Prof. Burton's book manuscript on Sectional Conflict, Civil War, and Reconstruction. At the end of the semester, there will be extra meetings and History 473 B students will present their completed research papers to our History 472 problems course.

**572B PROB IN US HIST SINCE 1815
(Hoganson)**

Topic: The United States in the World

This course, inspired by the internationalizing U.S. history movement, considers the United States in world context. Readings cover such topics as the Atlantic world, extraterritoriality, borderlands, immigration, domestic history as international history, empire, transnational social movements, national belonging, and cross-cultural contact, conflict, and exchange. We will discuss recent critiques of the nation-centered historiographical tradition, the merits, costs, and challenges of mixing

the local and the global, and new ways to frame historical narratives in our self-consciously global age. The course will be run as a problems class; students wishing to take it as a research class should consult with the instructor before registration.

**572C PROB IN US HIST SINCE 1915
(Roediger and Burgos)**

Topic: Race and the City

The U.S. population shifted from a predominantly rural to urban demographic in the 1880s. This shift came with its own series of problems regarding the city as a physical place and an imagined space as immigrant and native-born residents sought to make community, pursue work in the industrial sector, and strove to make the city a home. Progressive reformers sought to address problems caused by urban life, urban planners sought to revive the feeling of community through design, and various ethnic and racial communities attempted to maintain the integrity of their cultures in the midst of Americanization efforts. Collectively, these groups reveal efforts to address the impact of the demographic shift in terms of the local and national political landscape, racial politics, and American identity.

**573A SEMINAR AMER HIST SINCE 1789
(Burton, O)**

Meets with Hist. 572A

Topic: Research on the American South

Students are expected to write a research paper on a topic that relates to the American South. If a student needs help designing a topic, the instructor can suggest various questions for research. For the first part of the course, students in the research seminar will meet with the Problems Course, (History 472) and read and critique Prof. Burton's book manuscript on Sectional Conflict, Civil War, and Reconstruction. As we visit different libraries and resources the first weeks of the semester, there will be extra classes. Students will have an extended period of several weeks with no class meetings in order to conduct research and write. There will be extra class meetings at the end of the semester to discuss each paper. Researching a topic on race relations, the Civil Rights Movement, agrarian societies, or religion is allowed even if in a different geographical area than the American South. Exercises will introduce students to primary source materials and various research methods. Censuses, laws and court cases, fiction, pictures, oral transcripts are examples of sources students will investigate, and emphasis will be on the close textual analysis of these sorts of documents. There may be an optional weeklong research foray to libraries in North and/or South Carolina for students who would like the opportunity to work in manuscript collections.

Students will read widely and be introduced to theories and methodologies of other disciplines.

Readings chosen are meant to be more suggestive than systematic or exhaustive. The class will emphasize region, race, class, and gender as analytical frameworks for writing American History. Since we pay considerable scholarly attention to the analysis of narratives constructed by our historical subjects, all of us might benefit from some postmodern discussion of our own narrative voices as writers of history. The research seminar will also function as a writing workshop; students should come prepared to discuss problems and concerns that engage us in our writing. Students will also be introduced to various uses of computers that aid research and analysis, as well as "digital history" projects.

591A HISTORY AND SOCIAL THEORY (TBA)

A readings course in nineteenth and twentieth century social theory relevant to historical reading and research.

597S READING COURSE (Koslofsky)

Topic: Approaches to History

Required introductory historiography and methods course for entering history graduate students in all fields. Discussions and assignments will prepare students for the second-semester required research course.