



# History Department Course Catalog



2015-2016

## Department of History

**Professors:** Giersch, Kapteijns, Malino, Matsusaka (Chair), Rogers, Tumarkin, Shennan

**Associate Professors:** Rao, Osorio, Ramseyer, Slobodian

**Assistant Professors:** Grandjean, Greer, Grote, Quintana

History is the study of the cumulative human experience. As a study of change in human society over time, it lies at the foundations of knowledge in both the humanities and the social sciences, offering its own approaches to questions explored in both branches of learning. The study of history prepares students for a wide range of careers that require broad knowledge of the human experience as well as critical thinking, research, and writing skills. Most of the major geographical fields in history as well as the sub-disciplines of social, cultural, political, and economic history are represented in our course offerings and in the research interests of our faculty.

### History Department Information

200-level courses in the department are open to first-year students. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite. First-Year Seminars are open to first-year students only.

### History Minor

#### Requirements for the History Minor

The history minor consists of a minimum of five units of course work, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five courses, at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and related courses in other departments will not count toward the minor.

### History Major

#### Goals for the History Major

Students who successfully complete a major in history will have acquired:

- A broad and deep understanding of the process of change over time, the relationship between past and present, and historical causality
- A humanistic awareness of the individual as part of a larger temporal stream, a civic sense of historical responsibility, and a social-scientific consciousness of societies and cultures as evolving systems

- Solid grounding in a body of specialized historical and historiographical knowledge about selected countries and regions or comparative problems that span various cultures and times
- Diversified knowledge of the histories and historiographies of a range of cultures and chronological periods
- A critical understanding of the methods that historians employ in reconstructing the past, including various approaches to historical research, the interpretation of primary sources and other evidence, and the uses of theory in historical analysis
- Extensive training and experience in reading monographs and scholarly articles critically, in writing concise analytical essays and longer research papers, and in oral communication skills

#### Requirements for the History Major

The minimum major requires nine units of course work above the 100 level, including two 300-level units (2.0). Normally, majors must include at least one seminar in their program of two 300-level units. Normally, seven of the nine units and all 300-level work must be taken at Wellesley. No AP or IB credits. A student nearing completion of her major requirement may, in special circumstances and only with the permission of her major advisor and the department chair, receive credit toward the major for one related course in another department at Wellesley. One cross-listed course may be counted toward the major, but a student may not count both a cross-listed and a related course toward the major.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have breadth, depth, and historical perspective. To ensure breadth, the program must include at least one course (1.0 unit) in the history of Africa, China, Japan, Latin America, the Middle East, or South Asia and at least one course (1.0 unit) in the history of Europe, the United States, or Russia. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as:

1. A particular geographical area, country, or culture
2. A specific time period
3. A particular historical approach, e.g., intellectual and cultural history, social and economic history
4. A specific historical theme, e.g., the history of women, revolutions, colonialism

To ensure that students have a broad historical perspective, history majors must take at least one course (1.0 unit) in pre-modern history (e.g., Medieval Italy, Colonial Latin America, and so forth).

#### Honors in History

The only path to honors is the senior thesis. As specified in College legislation, students must have a grade point average of 3.5 or higher in courses applied to the major. In addition, they must complete six of the nine major units of course work before the end of their junior year. For additional information, please consult the department

website or ask at the History department office (FND 202A).

#### Teacher Certification

Students interested in obtaining certification to teach history in the Commonwealth of Massachusetts should consult the chair of the Education Department.

#### Interdepartmental Majors

Students interested in a major combining history and international relations should consider the interdepartmental major in International Relations-History.

#### IR History Major Information

The IR-History program director for 2015-2016 is Quinn Slobodian.

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

1. Two history courses dealing substantively with the period before ca. 1900
2. Three history courses dealing with the modern history of countries or regions
3. Two courses dealing with modern international history to be selected in consultation with advisor
4. HIST 395: International History Seminar.

*(Three of these eight history courses must focus on one region of the world; at least three courses must deal with the non-Western world; and two must be at the 300 level.)*

5. One additional 200- or 300-level course in African Studies, Anthropology, Economics, Political Science, Sociology, or Women's and Gender Studies.

### HIST - History

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#### HIST 115 - First-Year Seminar: Routes of Exile: Jews and Muslims (1.0)

This course will examine exile—both internal and geographic—through contemporary memoirs, letters, novels, and films. Our primary focus will be on Jews and Muslims living in North Africa and the Middle East. Questions to be asked include: How was community defined? What provided the author with a sense of belonging? What prompts his/her exile? Is the homeland portable? If so, how, and on what terms? Each week we shall explore a different expression of exile. Discussion will include comparisons and contrasts with previous readings.

Instructor: Malino

Prerequisite: None. Open to first-year students only.

Distribution: HS

Term(s): Fall

No letter grade.

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#### WRIT 117-HIST-117 - From Miracles to Mesmerism: the Cultural History of the Scientific Revolution (1.0)

Is there "progress" in science and medicine? If so, where and when has it happened —

and why? To answer these questions, this course examines the causes of Europe's "scientific revolution" in the sixteenth through eighteenth centuries: the moment when modern Western science and medicine were born. We will investigate the new theories and practices of observation and experimentation; heated controversies about the relationship between science and theology; the cultural codes by which scientists and doctors projected trustworthiness; the effects of social norms and politics on research agendas; popular dissemination of new knowledge; the biologization of gender; and the persistence of alchemy, magic, and the occult. Readings include Copernicus, Galileo, Bacon, Newton, and Mesmer. We will bring our studies into the present by concluding with the writing of opinion pieces applying the lessons of the course to some science-related issue in the news.

Instructor: Grote  
Prerequisite: Open only to first-year students.  
Distribution: HS; W  
Term(s): Fall

No letter grades given.

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### **HIST 200 - Roots of the Western Tradition (1.0)**

In this introductory survey, we will examine how the religious, political, and scientific traditions of Western civilization originated in Mesopotamia and Egypt from 3500 B.C.E. and were developed by Greeks and Romans until the Islamic invasions of the seventh century C.E. The course will help students to understand the emergence of polytheism and the great monotheistic religions, the development of democracy and republicanism, and the birth of Western science and the scientific method.

Instructor: Rogers  
Prerequisite: None  
Distribution: REP; HS  
Term(s): Not Offered

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### **HIST 201 - The Rise of the West? Europe 1789-2003 (1.0)**

This course traces the history of Modern Europe and the idea of "the West" from the French Revolution to the Second Gulf War. We will explore the successes of empire, industry, and technology that underwrote European global domination until World War I and Europe's subsequent financial dependence on the United States. We will reexamine conventional narratives of the rise of Europe and the West, and explore how people experienced "progress" differently according to geography, class, gender, nationality, and ethnicity. We will also follow the emergence of mass consumption, urbanization, total war, genocide, and decolonization, as well as the developing political idioms of national self-determination, feminism, and human rights, and the scientific idioms of eugenics, psychology, and anthropology.

Instructor: Slobodian  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 202 - Between Marx and Coca-Cola: Europe's Global 1960s (1.0)**

Europe's world changed in the 1960s. Overseas empires vanished in decolonization processes both diplomatic and violent, leaving a place newly dubbed "the Third World" and a project newly labeled "development." Western European youth born after D-Day protested U.S. overseas wars even as they consumed more American popular culture than ever. A self-described New Left found inspiration in Algerian revolutionaries, Cuban guerrillas, Maoist Red Guards, and U.S. Black Panthers, while Eastern Europe saw experiments in "socialism with a human face." This lecture course explores the world-making projects of a decade lived "between Marx and Coca-Cola" and tracks the long shadow cast by 1968 in European memory.

Instructor: Slobodian  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 203 - Out of Many: American History to 1877 (1.0)**

An introduction to American life, politics, and culture, from the colonial period through the aftermath of the Civil War. Surveys the perspectives of the many peoples converging on North America during this era, and explores the shifting fault lines of "liberty" among them. Because Early America was not inevitably bound toward the creation of the "United States of America," we will ask how such an unlikely thing, in fact, happened. How did a nation emerge from such a diverse array of communities? And how did various peoples come to claim citizenship in this new nation? Emphasis, too, on the issues that convulsed the American colonies and early republic: African slavery, revolutionary politics, immigration, westward expansion, and the coming of the Civil War.

Instructor: Grandjean  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 204 - The United States History in the Twentieth Century (1.0)**

The United States' past is one of making and remaking the nation—as a government, a place, and a concept. This course surveys that dynamic process from the post-Reconstruction period through 9/11. Examining the people, practices, and politics behind U.S. nation building, we will consider questions of how different groups have defined and adopted "American" identities, and how definitions of the nation and citizenship shifted in relation to domestic and global happenings. This will include considering how ideas of gender, race, ethnicity, and citizenship intersected within projects of nation building. We will cover topics that include domestic race relations, U.S. imperialism, mass consumption, globalization, and terrorism, and developments such as legalized segregation, the Depression,

World Wars I and II, and modern social progressive and conservative movements.  
Instructor: Greer  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 205 - The Making of the Modern World Order (1.0)**

This foundational course in international history explores the evolution of trade, competition, and cultural interaction among the world's diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include: the centrality of Asia to the earliest global networks of trade and interaction; the rise of European wealth and power in the seventeenth and eighteenth centuries; empires; imperialism and its impact; the evolution of the nation-state; scientific and industrial revolutions; and "modernization" and the new patterns of globalization during the late twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Instructor: Slobodian (Fall), Matsusaka (Spring)  
Prerequisite: None  
Distribution: HS  
Term(s): Fall; Spring

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### **HIST 206 - From Conquest to Revolution: A History of Colonial Latin America (1.0)**

The "discovery" by Christopher Columbus in 1492 of the "New World" unleashed a process of dramatic changes in what we now call Latin America. Spanning roughly from the fifteenth through the mid-eighteenth centuries, this course examines the ideological underpinnings of the Spanish Conquest, the place of the Americas in a universal Spanish empire, and the role of urban centers in the consolidation of Spanish rule. Emphasis is placed on indigenous societies and the transformation and interactions with Africans and Europeans under colonial rule; the role of Indian labor and African slavery in the colonial economy; the creation, consolidation, and decline of colonial political institutions; and, finally, the role of religion and baroque ritual in the creation of new hybrid colonial cultures and identities.

Instructor: Osorio  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 207 - Contemporary Problems in Latin American History (1.0)**

In this problem-centered survey of the contemporary history of Latin America we will critique and go beyond the many stereotypes that have inhibited understanding between Anglo and Latin America, cultivating instead a healthy respect for complexity and contradiction. Over the course of the semester we will examine key themes in current history, including the dilemmas of uneven national development in dependent economies; the

emergence of anti-imperialism and various forms of political and cultural nationalism; the richness and variety of revolution; ethnic, religious, feminist, literary, artistic, and social movements; the imposing social problems of the sprawling Latin American megalopolis; the political heterodoxies of leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Instructor: Osorio  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 208 - Society and Culture in Medieval Europe (1.0)**

This course examines life in medieval Europe c. 750-1250 in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy; the political structures of France, Germany, and Italy; monks and monastic culture; religion and spirituality; feudalism; chivalry; courtly love and literature; the crusading movement; intellectual life and theological debates; economic structures and their transformations; and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Instructor: Ramseyer  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 211 - Bread and Salt: Introduction to Russian Civilization (1.0)**

For centuries, Russians have welcomed visitors with offerings of bread and salt. This introductory course is an earthy immersion in Russian life and culture from the age of Tolstoy to Vladimir Putin. Black bread, dense and pungent, is central to our exploration of Russian drinking, feasting, and fasting. We will also consider the patterns of autocratic and communal rule and Russians' current political and commercial uses of portions of their history and civilization. How did and do Russians understand, represent, reinvent, and market their past? This question will drive our discussions of national identity in a country that twice—in the course of one semester—lost an empire and struggled (and continues to struggle) to create a new Russian civilization and political culture.

Instructor: Tumarkin  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 212 - Atlantic Revolutions and the Birth of Nations (1.0)**

This course deals with the momentous social, political, and cultural transformations that characterized the American, French, Haitian, and Spanish

American Revolutions (the "Atlantic Revolutions"). Straddling the late eighteenth and early nineteenth centuries (the "Age of Revolutions"), these social and political movements constituted a watershed of violent change that ushered in the (many) problems and possibilities of the modern world: the birth of the Nation, nationalism, and democracy, among others. We will seek answers to questions such as, How did nationalism and universalism shape the nature and strategies of revolt and counter-revolution? What were the roles of slavery, race, women, religion, and geography in defining citizenship? How did historical writing and revolution work to create the foundational myths of the modern nation?

Instructor: Osorio  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 213 - Conquest and Crusade in the Medieval Mediterranean (1.0)**

This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine Empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

Instructor: Ramseyer  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 214 - Medieval Italy (1.0)**

This course provides an overview of Italian history from the disintegration of the Roman Empire in the fifth century through the rise of urban communes in the thirteenth century. Topics of discussion include the birth and development of the Catholic Church and the volatile relationship between popes and emperors, the history of monasticism and various other forms of popular piety as well as the role of heresy and dissent, the diverging histories of the north and the south and the emergence of a multicultural society in southern Italy, and the development and transformation of cities and commerce that made Italy one of the most economically advanced states in Europe in the later medieval period.

Instructor: Ramseyer  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 215 - Gender and Nation in Latin America (1.0)**

Since their invention in the early nineteenth century, nations and states in Latin America have been conceived of in gendered terms. This has played a key role in producing and reproducing masculine and feminine identities in society. This course examines the powerful relationship between gender and nation in modern Latin America. Topics include patriarchal discourses of state and feminized representations of nation; the national project to define the family as a male-centered nuclear institution; the idealization of motherhood as a national and Christian virtue; the role of military regimes in promoting masculine ideologies; state regulations of sexuality and prostitution; changing definitions of the feminine and masculine in relation to the emergence of "public" and "private" spheres; and struggles over the definition of citizenship and nationality.

Instructor: Osorio  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 219 - The Jews of Spain and the Lands of Islam (1.0)**

The history of the Jews in Muslim lands from the seventh to the twentieth century. Topics include Muhammed's relations with the Jews of Medina; poets, princes, and philosophers in Abbasid Iraq and Muslim Spain; scientists, scholars, and translators in Christian Spain; and the Inquisition and emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish community of Morocco.

Instructor: Malino  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 220 - United States Consumer Culture and Citizenship (1.0)**

We are a nation organized around an ethos of buying things. Throughout the twentieth century, the government, media, big business, and the public increasingly linked politics and consumerism, and the formulation has been a route to empowerment and exclusion. In this course, we study how and why people in the United States theorized about, practiced, and promoted mass material consumption from the turn of the twentieth century into the twenty-first. Topics will include: the rise of consumer culture; the innovations of department stores, malls, freeways, and suburbs; developments in advertising and marketing; the global position of the American consumer in the post-World War II United States; and the political utility of consumption to various agendas, including promoting free enterprise, combating racism, and battling terrorism.

Instructor: Greer  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 221 - The Renaissance (1.0)**

This interdisciplinary survey of Europe between 1300 and 1600 focuses on aspects

of politics, literature, philosophy, religion, economics, and the arts that have prompted scholars for the past seven hundred years to regard it as an age of cultural rebirth. These include the revival of classical learning; new fashions in painting, sculpture, architecture, poetry, and prose; the politics of the Italian city-states and Europe's "new monarchies"; religious reform; literacy and printing; the emerging public theater; new modes of representing selfhood; and the contentious history of Renaissance as a concept. Authors include Petrarch, Vasari, Machiavelli, Erasmus, More, Castiglione, Rabelais, Montaigne, Sidney, Spenser, and Shakespeare. Lectures and discussions will be enriched by guest speakers and visits to Wellesley's art and rare book collections.

Instructor: Grote, Wall-Randell (English)  
Prerequisite: None  
Cross-Listed as: ENG-221  
Distribution: LL; HS  
Term(s): Spring

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### **HIST 222 - The Barbarian Kingdoms of Early Medieval Europe (1.0)**

This course examines the Barbarian successor states established in the fifth and sixth centuries after the disintegration of the Roman Empire in the West. It will focus primarily on the Frankish kingdom of Gaul, but will also make forays into Lombard Italy, Visigothic Spain, and Vandal North Africa. In particular, the course will look in depth at the Carolingian empire established c. 800 by Charlemagne, who is often seen as the founder of Europe, and whose empire is often regarded as the precursor of today's European Union. Political, cultural, religious, and economic developments will be given equal time.

Instructor: Ramseyer  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 224 - Zionism and Irish Nationalism: A Comparative Perspective (1.0)**

Theodore Herzl mused that he would like to be the Charles Stuart Parnell of the Jewish people. Yitzak Shamir used the code name of Michael (for Michael Collins) during Israel's War of Independence. Eamon De Valera traveled to Israel to seek advice on the resurrection of the Irish language. Does this dialogue among nationalist leaders speak to a more significant connection between their movements? To answer this question, we shall explore the emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Our focus will include poets, ideologues, and charismatic leaders, immigration, racism, and diaspora. Trends in modern Israel and Ireland will also be explored. This course may be taken as 224 or, with additional assignments, as 324.

Instructor: Malino  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

Students who have taken this course as 224 are not eligible to take the course as 324.

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### **HIST 228 - Swords and Scandals: Ancient History in Films, Documentaries, and Online (1.0)**

Films such as *Gladiator*, *The Passion of the Christ*, and *300*, documentaries such as *The Last Stand of the 300*, and Internet courses such as Alexander Online perhaps influence how the majority of people now understand antiquity. But are these visual media historically reliable representations of the past? Or do they rather primarily reflect changing artistic and societal concerns? How have the use of digital backlots, blue screens, and other technical innovations affected how the past is being represented and understood? In this course we will examine the representation of the ancient world in films, documentaries, and online media from the "Sword and Sandal" classics of the past such as *Ben-Hur* to the present, within the scholarly frameworks of ancient history and modern historiography.

Instructor: Rogers  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 229 - Alexander the Great: Psychopath or Philosopher King (1.0)**

Alexander the Great murdered the man who saved his life, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the Eastern and Western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest warrior in history. This course may be taken as 229 or, with additional assignments, as 329.

Instructor: Rogers  
Prerequisite: 229: None; 329: Permission of the instructor  
Distribution: HS  
Term(s): Spring

Students who have taken this course as 229 are not eligible to take the course as 329.

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### **HIST 230 - Greek History from the Bronze Age to the Death of Philip II of Macedon (1.0)**

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Instructor: Rogers  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 231 - History of Rome (1.0)**

Rome's cultural development from its origins as a small city state in the eighth century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics

include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

Instructor: Rogers  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 232 - The Transformation of the Western World: Europe from 1350 to 1815 (1.0)**

This course surveys the transformation of medieval Europe into a powerful civilization whose norms, institutions, and technology reached across the globe. Along the way, we will use original sources, including Wellesley's museum collections, to investigate major landmarks in Europe's political, cultural, social, intellectual, and environmental history. These include the Black Death, the Renaissance, the creation of seaborne empires and the discovery of new worlds, the Protestant and Catholic Reformations, the Scientific Revolution, the Enlightenment, the French Revolution, the coming of capitalism, a multitude of devastating wars, and changes in urban and rural landscapes - all set against the backdrop of European people's ongoing efforts to define their relationships to their own medieval and ancient forerunners and to the world's other peoples.

Instructor: Grote  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 233 - In Search of the Enlightenment (1.0)**

What was the Enlightenment? Of all eras, it has probably the greatest parental claim to the values, politics, and sciences of the modern West. It witnessed the triumph of Newtonian physics and the demise of miracles; devalued the authority of the Bible; legitimized democratic, nationalist, and feminist politics; dealt devastating blows to the political prerogatives of monarchs, aristocrats and the clergy; attacked torture and the death penalty; and powerfully defended religious toleration, freedom of the press, and human rights. To understand these and other alleged accomplishments of the Enlightenment, we will study the works of the greatest luminaries to frequent the coffeehouses, salons, and secret societies of the seventeenth and eighteenth centuries, including Kant, Rousseau, Locke, Diderot, Herder, Beccaria, Mary Wollstonecraft, and Spinoza.

Instructor: Grote  
Prerequisite: None  
Distribution: REP; HS  
Term(s): Not Offered

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### **HIST 234 - The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon (1.0)**

This course traces the tumultuous history of Europe's German lands in the three centuries between the Middle Ages and the modern era, long identified with the origins of twentieth-century German militarism and anti-Semitism. We will focus on what makes this fascinating period distinctive: Germany's uniquely persistent political diversity and the religious schism that gave Germany multiple national religions. Topics include the Protestant Reformation, the Great Witch Panic, the devastating Thirty Years War that destroyed 150 years of economic growth, Prussia and Frederick the Great, the Enlightenment, the Napoleonic Wars, and the demise of the extraordinarily complex political system known as the Holy Roman Empire. Sources include treaties, treatises, literature, autobiographical texts, visual art, and music, by, among others, Luther, Bach, Lessing, Mozart, and Goethe.

Instructor: Grote  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 235 - The Birth of Economics: Adam Smith in Enlightenment Context (1.0)**

Adam Smith's *Wealth of Nations*, the foundational text of modern economics, caused a sensation after its first publication in 1776 and continues to resonate powerfully today. Readers across the political spectrum have used its authority to defend everything from free-trade liberalism, deregulation, and minimal taxation, to monopoly-busting and the welfare state. This course investigates the meanings and historical significance of this extraordinary text by studying its intellectual context. We will focus on the debates that preoccupied Smith and his fellow eighteenth-century Scottish countrymen and that gave birth to the modern social sciences: debates about modernizing Christian theology, about the origins of human society, about economic development, about the meaning of justice, and about the benefits and dangers of greed, luxury, and inequality.

Instructor: Grote  
Prerequisite: None  
Distribution: REP; HS  
Term(s): Not Offered

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### **HIST 240 - Cities in Modern Europe (1.0)**

This lecture course explores the uses and visions of the city in Europe since the mid-nineteenth century. The course covers both the history of modern urban planning and the responses to it—the way the city was designed and the way it was inhabited. We will begin by looking at differing theories of the city: Was it a place of freedom or increased control, especially for socially marginalized groups like women, colonized populations, and the poor? Was it an artifact of dominant social forces or a space for individual self-creation? Themes we will cover include colonial urbanism, modernism, fascist city planning,

suburbanization, tourism, migration, and reclamations of urban space by social movements, squatters, and youth subcultures.

Instructor: Slobodian  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 242 - Postwar Europe and the Three Germanies (1.0)**

In 1945, Germany's war had left much of Europe in ruins. Yet postwar planners recognized that the continent's strongest economic power and most populous country would have to remain the center of a reconstructed Europe. This course explores the challenges confronting a divided continent after 1945 through the histories of East and West Germany, which faced similar problems but developed solutions that reflected the differing ideologies of state socialism and capitalism. It compares the relative influence of the U.S. and Soviet "partners," strategies for dealing with the Nazi past and histories of collaboration, and efforts to build consumer culture and domestic consent. It also compares youth revolt, gender politics, and immigration, and explores the role of a third, reunified Germany in Europe and the world after 1989.

Instructor: Slobodian  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 243 - Gender and Sexuality in Twentieth-Century Europe (1.0)**

Issues of gender and sexuality were central to projects of social and political transformation in twentieth-century Europe. Regimes of nationalism, socialism, fascism, and capitalism each provided prescriptive models of "good" and "healthy" gender relationships, making sexuality the frequent and ongoing site for state and scientific intervention. At the same time, the ruptures of two world wars and the effects of modernization created spaces for unprecedented challenges to sexual mores from below. This course explores the fraught, and occasionally deadly, debates over sexual normalcy in twentieth-century Europe through the topics of eugenics, psychoanalysis, first- and second-wave feminism, the sexual politics of fascism, and the rise of the permissive society.

Instructor: Slobodian  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 244 - History of the American West: Manifest Destiny to Pacific Imperialism (1.0)**

With its sweeping landscapes, grand myths, and oversized egos, the American West has loomed large within U.S. history. Since the nation's birth, Americans looked toward the horizon and imagined their destinies, a gaze since copied by historians, novelists, and filmmakers. Nevertheless, the history of this vast region is much more fractured and

complex. This course explores the West—as an idea and place—from the early nineteenth century through World War I. While we will engage the ways that Americans conjured and conquered the region, we will also look beyond their gaze toward the varied empires, peoples, and forces that created the West. Topics covered include: Northern New Spain and Mexico; American Indians and U.S. expansionism; transcontinental and trans-Pacific trade and (im)migration; race, gender, and identity.

Instructor: Quintana  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 245 - The Social History of American Capitalism from Revolution to Empire (1.0)**

There is perhaps no better time than the present to study the history of American capitalism, as political leaders, pundits, bank and business executives, and workers across the world struggle to negotiate a reprieve from our current economic crisis. This course will explore the development of American capitalism from its birth in the mercantile world of imperial Great Britain through the financial ruin of the Great Depression. This course will closely examine the relationship between government, business, and society by engaging key moments in nineteenth-century American economic history: the rise of the corporation, transportation and communication innovations, industrialization, American slavery and commodity production, financial speculation and panics, the development of American banking, immigration policy, and labor relations.

Instructor: Quintana  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 246 - Vikings, Icons, Mongols, and Tsars (1.0)**

A multicultural journey through the turbulent waters of medieval and early modern Russia, from the Viking incursions of the ninth century and the entrance of the East Slavs into the splendid and mighty Byzantine world, to the Mongol overlordship of Russia, the rise of Moscow, and the legendary reign of Ivan the Terrible. We move eastward as the Muscovite state conquers the immense reaches of Siberia by the end of the turbulent seventeenth century, when the young and restless Tsar Peter the Great travels to Western Europe to change Russia forever. We will focus on khans, princes, tsars, nobles, peasants, and monks; social norms and gender roles; icons and church architecture; and a host of Russian saints and sinners.

Instructor: Tumarkin  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 247 - Splendor and Serfdom: Russia Under the Romanovs (1.0)**

An exploration of Imperial Russia over the course of two tumultuous centuries from the astonishing reign of Peter the Great at the start of the eighteenth century, to the implosion of the Russian monarchy under the unfortunate Nicholas II early in the twentieth, as Russia plunged toward revolution. St. Petersburg—the stunning and ghostly birthplace of Russia's modern history and the symbol of Russia's attempt to impose order on a vast, multiethnic empire—is a focus of this course. We will also emphasize the everyday lives of peasants and nobles; the vision and ideology of autocracy; Russia's brilliant intelligentsia; and the glory of her literary canon.

Instructor: Tumarkin  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 248 - The Soviet Union: A Tragic Colossus (1.0)**

The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails and triumphs of everyday life.

Instructor: Tumarkin  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 249 - Cold War Culture and Politics in the United States (1.0)**

The Cold War was an era, a culture, and a set of policies defining U.S. domestic and foreign relations. This course examines Cold War politics, culture, and foreign policies in relation to various national developments—including the rise of social movements, changes in city landscapes, and the “birth of the cool”—and international events, including the Cuban Missile Crisis and conflicts concerning Vietnam. Bearing on these developments were opportunities and limitations that accompanied ideological struggles between the United States and the Soviet Union, the rise of new cultural industries, and demographic shifts in the United States. Broad topic areas include: U.S. foreign policies; conformity and deviation along lines of gender, race, and sexuality; and domestic and foreign perceptions of the United States in a Cold War context.

Instructor: Greer  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 250 - Research or Individual Study (1.0)**

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Term(s): Fall; Spring

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### **HIST 250H - Research or Individual Study (0.5)**

Prerequisite: Open to first-year students and sophomores  
Distribution: None  
Term(s): Fall; Spring

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### **HIST 252 - The Twentieth-Century Black Freedom Struggle (1.0)**

As popularly narrated, African Americans' modern freedom struggle is a social movement beginning in the mid-1950s and ending in the late-1960s, characterized by the nonviolent protest of southern blacks and facilitated by sympathetic (non-southern) whites. In this course, we explore the multiple ways—beyond protest and resistance—that blacks in the twentieth-century United States struggled for their rights and equality using resources at their disposal. This exploration will take us out of the South and consider actors and activities often neglected in the narrations of the struggle. Throughout, we will return to the following questions: What defines a movement? What constitutes civil rights versus Black Power activity? How and why are people and institutions—then and now—invested in particular narratives of the black freedom struggle?

Instructor: Greer  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 253 - First Peoples: An Introduction to Native American History (1.0)**

An introduction to the history of Native American peoples, from precontact to the present. Through a survey of scholarly works, primary documents, objects, films, and Indian autobiographies, students will grapple with enduring questions concerning the Native past. How should we define “Native America”? How interconnected were Native peoples, and when? Can we pinpoint the emergence of “Indian” identity and understand how it developed? This course confronts those questions and other issues in Native American history, through such topics as the “discovery” of Europe and its effects, cultural and commercial exchange with Europeans, removal, the struggle for the West, the “Indian New Deal,” and the Red Power movement of the 1970s. Special attention to the Native northeast.

Instructor: Grandjean  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 256 - Brave New Worlds: Colonial American History and Culture (1.0)**

This course considers America's colonial past. It is a bloody but fascinating history, with plenty of twists and turns. We will investigate colonial American culture and ordinary life (including gender, family life,

ecology, the material world, religion, and magical belief), as well as the struggles experienced by the earliest colonists and the imperial competition that characterized the colonial period. Between 1607 and 1763, a florid variety of cultures bloomed on the North American continent. We will explore these, with an eye toward understanding how the English colonies emerged from very uncertain beginnings to become—by the mid-eighteenth century—the prevailing power on the continent.

Instructor: Grandjean  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 260 - Pursuits of Happiness: America in the Age of Revolution (1.0)**

Investigates the origins and aftermath of one of the most improbable events in American history: the American Revolution. What pushed colonists to rebel, rather suddenly, against Britain? And what social struggles followed in the war's wake? We will explore the experiences of ordinary Americans, including women and slaves; examine the material culture of Revolutionary America; trace the intellectual histories of the founders; and witness the creation of a national identity and constitution. Those who lived through the rebellion left behind plenty of material: letters; pamphlets; teapots; runaway slave advertisements; diaries. We will consider these and more. Visits to Boston historic sites will take you back in time and space to the besieged, volatile city that led the colonies into war.

Instructor: Grandjean  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 263 - South Africa in Historical Perspective (1.0)**

An analysis of the historical background and lasting consequences of apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885) and in the industrial era (1885 to the present). Important themes are: the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the undermining of the African family; the diverse expressions of African resistance; and the processes which are creating a new, post-apartheid South Africa. The enormous challenges of reversing inequality and resolving conflicts will receive special attention.

Instructor: Kapteijns  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 265 - History of Modern Africa (1.0)**

Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the “Cinderellas” in which colonial economic intervention was (by comparison) minimal and the struggle for

independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neocolonialism, economic underdevelopment, ethnic conflict and genocide, HIV/AIDS, and the problems of the African state. However, Africa's enormous natural and human resources, its resilient and youthful population, and its vibrant popular culture—a strong antidote against Afro-pessimism—will help us reflect on the future of this vast continent.

Instructor: Kapteijns  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 267 - Deep in the Heart: The American South in the Nineteenth Century (1.0)**

Perhaps no other region in the United States conjures up more powerful imagery than the American South—stately mansions with live oak avenues are juxtaposed with the brutal reality of slavery. Yet this same region gave birth to other, perhaps more powerful, cultural legacies—jazz and the blues, the freedom struggle and Jim Crow—a heritage both uniquely Southern and yet deeply American. To better understand this region that has always seemed to stand apart, this course will examine the early history of the American South from the Revolutionary War through the beginning of the twentieth century. Topics covered will include: African American slavery and emancipation, the Civil War, Reconstruction, the spread of evangelical Christianity, Indian Removal, African American culture, and the rise of Jim Crow segregation.

Instructor: Quintana  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

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### **HIST 269 - Japan, the Great Powers, and East Asia, 1853-1993 (1.0)**

The history of Japan's international relations from the age of empire through the end of the Cold War. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and "civilizational" conflicts, World War II in East Asia, the U.S.-Japan alliance, and the politics of war memory. Special emphasis on Japan's relations with the United States, China, Russia, and Korea.

Instructor: Matsusaka  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 270 - Colonialism, Nationalism, and Decolonization in South Asia (1.0)**

The Mughal Empire in late seventeenth-century India was recognized as one of the richest and strongest powers in the world. Yet by the early nineteenth-century, the British ruled the subcontinent. This course begins by examining the colonization of

India. Colonial rule meant important changes to Indian life, spurred by British attempts to create private property, introduce social reforms, and spread English education. However, colonial rule also led to nationalism and efforts to imagine India as a unified nation-state. The course considers leaders such as Mohandas Gandhi and Mohammed Ali Jinnah's struggles against the British, culminating in Independence but also Partition of the subcontinent in 1947. We consider a wide range of sources including films, literature, and primary documents.

Instructor: Rao  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 272 - Political Economy of Development in Colonial and Postcolonial South Asia (1.0)**

In 1947, India was partitioned into India and Pakistan. Since then, these countries have wrestled with issues of governance and development, but colonial rule casts a long shadow over their efforts. This course introduces students to the complex politicoeconomic landscape of the subcontinent by examining how the idea of development changes in modern South Asian history. How are developmental efforts embedded in contexts of politics, society, and culture? How do political systems affect decisions? This course considers these questions by examining themes such as the colonial state's construction of railway and irrigation networks; Gandhi's critique of industrialization; Nehru's vision of an industrial economy; the challenges posed by Partition and militarization of Pakistan; the Green Revolution; and the onset of economic deregulation.

Instructor: Rao  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

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### **HIST 274 - China, Japan, and Korea in Comparative and Global Perspectives (1.0)**

Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archaeological records, the rise of China's Han and Tang empires, selective adaptations of Chinese patterns by indigenous polities and societies in Korea and Japan, commercial and technological revolution in China and its international impact, Mongol "globalization," Japan in the age of the *samurai*, and Korea in the heyday of the *yangban*. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Late Choson Korea. Coverage extends through first decade of the twentieth century to examine Europe's expansion and the divergent trajectories of modern transformation in each society.

Instructor: Matsusaka  
Prerequisite: None  
Distribution: HS

Term(s): Fall

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### **HIST 275 - The Emergence of Ethnic Identities in Modern South Asia (1.0)**

South Asian society has long been represented by rigid systems of hierarchy. Caste, most famously, has been represented as an inexorable determinant of social possibility. Yet, what are the ways in which people actually identify themselves, and to what extent is hierarchical identification a product of South Asia's modern history? This course explores the problems of social and cultural difference in South Asia. How do modern institutions such as the census and electoral politics shape the way in which these problems are perceived today? What are the effects of the introduction of English education? Caste will be the primary form of identity that we explore, but we also consider class, religion, and gender in seeking to unravel the complex notion of ethnicity.

Instructor: Rao  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 276 - The City in Modern South Asia (1.0)**

South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of South Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban South Asia within a global context. How did colonial rule transform old cities such as Delhi and Lahore? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic pasts and techno futures reconciled in booming cities such as Bangalore and Mumbai? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films, and short stories.

Instructor: Rao  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

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### **HIST 277 - China and America: Evolution of a Troubled Relationship (1.0)**

A survey of China's economic, cultural, and political interactions with the United States from 1784 to present with a focus on developments since 1940. Principal themes include: post-imperial China's pursuit of wealth and power, changing international conditions, military strategy, the influence of domestic politics and ideology, and the basic misunderstandings and prejudices that have long plagued this critical relationship. Topics include: trade throughout the centuries; American treatment of Chinese immigrants; World War II and the Chinese Revolution; the Cold War; Taiwan; and the ongoing instability of relations since 1979. Sources include the ever-increasing number of declassified U.S. documents as well as

critical materials translated from the Chinese.

Instructor: Giersch  
Prerequisite: None  
Distribution: HS  
Term(s): Spring

### **HIST 278 - Reform and Revolution in China, 1800 to the Present (1.0)**

From shattering nineteenth-century rebellions that fragmented the old empire to its emergence as a twenty-first century superpower, few places have experienced tumult and triumph in the same massive measures as modern China. To understand China today, one must come to terms with this turbulent history. This course surveys China's major cultural, political, social, and economic transformations, including failed reforms under the last dynasty; the revolutions of 1911 and 1949; the rise of the Communist Party and Mao's transformation of society and politics; the remarkable market reforms of recent decades; the contentious issue of Taiwan's democratic transition; and China's ongoing effort to define its position within East Asia and the world.

Instructor: Giersch  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

### **HIST 279 - Heresy and Popular Religion in the Middle Ages (1.0)**

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages. The course may be taken as 279 or, with additional assignments, as 379.

Instructor: Ramseyer  
Prerequisite: None  
Distribution: HS  
Term(s): Fall

Students who have taken the course as HIST 279 are not eligible to take the course as HIST 379.

### **HIST 280 - Topics in Chinese Commerce and Business (1.0)**

China's stunning economic growth and the increasing visibility of transnational businesses run by entrepreneurs of Chinese descent have produced many efforts to explain the successes of "Chinese capitalism" and the "Chinese model." Central to many arguments are debatable approaches to culture and history. Is there a uniquely Chinese way of doing business? Has mainland China developed a revolutionary new path of economic development? This course engages these debates through influential works on Chinese business and economic history,

from the nineteenth century through the reform period (1978 to the present). Topics include corporate governance and the financing of firms; the role of kinship and networking (*guanxi*); changing political contexts of development; competition with foreign firms; the impact of globalization; and debates over China's remarkable economic rise.

Instructor: Giersch  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

### **HIST 284 - The Middle East in Modern History (1.0)**

This course provides a survey of Middle Eastern history from c.1900 to present, with an emphasis on the Arab Middle East. It will focus on the historical developments of the period: the demise of the Ottoman Empire at the end of World War I; the Armenian genocide; the establishment of European "mandates" in most of the Arab world and the nationalist struggles for independence that ensued; the establishment of Israel and the expulsion of Palestinians in 1948; the Lebanese Civil War of 1975-1990; the Iranian Islamic Revolution of 1979 and the rise of Islamist political movements elsewhere; the regime of Saddam Hussein; the occupation of Kuwait and the Gulf War of 1990-1991; the failure of the Oslo peace process, Israeli settlements, and the increasing political power of HAMAS and Hizbullah; the war in Iraq; the challenge of a potentially nuclear Iran; and the still unfolding and perhaps misnamed "Arab Spring."

Instructor: Kapteijns  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

### **HIST 290 - Morocco: History and Culture (Wintersession in Morocco) (1.0)**

An introduction to Moroccan culture, history, and society through experiential and classroom learning. Students will participate in seminars and attend lectures given by Moroccan faculty at the Center for Cross-Cultural Learning in Rabat. Program themes include: women in private and public life, Berber culture, Islam, Arabic, Morocco's Jewish heritage and history, and the legacy of European cultural rule. Students will travel as a group to the central and southern regions of the country to study historic sites and contemporary life and culture in a variety of rural and urban settings.

Prerequisite: None. Application required.  
Distribution: HS  
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

### **HIST 293 - Changing Gender Constructions in the Modern Middle East (1.0)**

Intertwined with the political history of the modern Middle East are the dramatic cultural and social changes that have shaped how many Middle Easterners live their lives

and imagine their futures. This course explores the historical contexts of the changing constructions of femininity and masculinity in different Middle Eastern settings from World War I to the present. Such contexts include nationalist and Islamist movements; economic, ecological, and demographic change; changing conceptions of modernity and tradition, individual and family, and public and private space; and state violence and civil war. Primary sources will focus on the self-representations of Middle Eastern men and women as they engaged with what they considered the major issues of their times.

Instructor: Kapteijns  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

### **HIST 298 - United States and the Middle East Since World War II (1.0)**

Using primary sources in translation and related readings, the course will critically analyze the programs, leadership, and strategies of protest and reform movements in the modern Middle East and North Africa. Through a selection of case studies (e.g. Algeria, Afghanistan, Egypt) students will develop an understanding of the historical roots, theoretical bases, and social dynamics of these movements and the salience of Islamic ideology and practice in contemporary political and cultural discourses in the region.

Instructor: Rollman  
Prerequisite: None  
Distribution: HS  
Term(s): Not Offered

### **HIST 299 - U.S. Environmental History (1.0)**

This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today.

Instructor: Turner (Environmental Studies)  
Prerequisite: ES101, 102 or an American History course or permission of the instructor  
Cross-Listed as: ES 299  
Distribution: HS  
Term(s): Spring

### **HIST 301 - Seminar. Women of Russia: A Portrait Gallery (1.0)**

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment and the era of Russian mail-order brides. We will read about Russian peasants, aristocrats, feminists, workers, revolutionaries, poets, pilots, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, works of Russian literature, and film.

Instructor: Tumarkin

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 302 - Seminar. World War II as Memory and Myth (1.0)**

This seminar explores the many ways that victors and vanquished, victims and perpetrators, governments, political groups, and individuals have remembered, celebrated, commemorated, idealized, condemned, condoned, forgotten, ignored, and grappled with the vastly complex history and legacy of World War II in the past half-century. Our primary focus is the war in Europe, including Poland and Russia, although we will also consider the United States and Japan. We will investigate the construction of individual and collective memories about World War II and the creation and subsequent transformation of set myths about the war experience. In addition to books and articles, sources will include memoirs, primary documents, and films. We will also study the impact of war memories on international relations and analyze the "monumental politics" of war memorials.

Instructor: Tumarkin

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Fall

### **HIST 311 - Seminar. A New Birth of Freedom: Reimagining American History from Revolution to Civil War (1.0)**

In the years between the Revolution and the Civil War the United States experienced dramatic change: rapid geographic expansion, the growth and transformation of the market economy, the extension and evolution of slavery and the movement for abolition, and a Civil War that nearly destroyed the nation. These topics and others are long familiar to students of US history, but we will re-frame our analysis of this period: examining expansion by re-centering American Indians and competing imperial powers, considering the rise of the state within the broader framework of world history, and re-imagining slavery in the context of global capitalism. In considering these topics and others from a variety of perspectives, we will explore the continued significance of the early national era in American History.

Instructor: Quintana

Prerequisite: Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Spring

### **HIST 312 - Seminar. Understanding Race in the United States, 1776-1918 (1.0)**

This seminar explores the history of race from the American Revolution through the First World War. In this seminar we will explore what race means in the United States by examining the varied ways that it has shaped—and was shaped by—key moments in nineteenth century American history. Topics covered will include: slavery, the conquest of the American West, immigration, citizenship and the nation-state, Social Darwinism, the Great Migration, and American imperialism. Throughout the course we will seek to understand race in the United States by exploring the following questions: What is "race"? If it is but a concept or idea, how and why has it affected so many lives and dictated so much of our past?

Instructor: Quintana

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 314 - Seminar. Fashion Matters: Dress, Style, and Politics in U.S. History (1.0)**

This course explores the history of fashion in U.S. social and political movements. How have people used clothing and style to define themselves, demand recognition, challenge power, publicize injustice, and deflect or attract attention? We will examine how ideologies and experiences of race, gender, sexuality, and nationhood shaped uses of and reactions to fashion politics. Topics include the end of slavery, the rise of the "New Woman," the Second World War, the civil rights movement, the women's liberation movement, the rise of hip hop, and the war on terror. Through these events, we will consider the political significance of hair, uniforms, campaign fashion, and religious dress. We will also consider how authenticity, imitation, appropriation, and commodification figure into this history.

Instructor: Greer

Prerequisite: Permission of the instructor.

Distribution: HS

Term(s): Fall

### **HIST 319 - Seminar. Fear and Violence in Early America (1.0)**

This seminar explores the terrors that stalked the inhabitants of colonial and early national America. How did early Americans describe their fears? What did they find frightening? And what roles did fear and violence play in shaping American society? In this seminar, we will first explore the language and psychology of fear, and then study the many ways that terror intruded

on early American lives. Topics include: the role of terror in early American warfare; fear of the supernatural; domestic violence and murder; the specter of slave rebellion; and fear and violence as entertainment in public executions and in early American literature.

Instructor: Grandjean

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Spring

### **HIST 320 - Seminar. The Hand that Feeds: A History of American Food (1.0)**

This seminar investigates the place of food in American history and culture, from reputed cannibalism in the American colonies to the rise of fast food in the twentieth century. Through selected episodes and commodities, we will explore the role of taste, competition for food, and capitalism in recasting American lives and identities. Topics include: colonial hunger and violence; the development of taste and "refined" eating; the role of food in defining race, class, and regional culture; the rise of mass production and its environmental effects and the reshaping of American bodies. In following the evolution of American food ways, we will visit eighteenth-century coffeehouses, antebellum slave quarters, campfires of the American West, the slaughterhouses of the Chicago meat market—and, of course—McDonald's.

Instructor: Grandjean

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 324 - Zionism and Irish Nationalism: A Comparative Perspective (1.0)**

Theodore Herzl mused that he would like to be the Charles Stuart Parnell of the Jewish people. Yitzak Shamir used the code name of Michael (for Michael Collins) during Israel's War of Independence. Eamon De Valera traveled to Israel to seek advice on the resurrection of the Irish language. Does this dialogue among nationalist leaders speak to a more significant connection between their movements? To answer this question, we shall explore the emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Our focus will include poets, ideologues, and charismatic leaders, immigration, racism, and diaspora. Trends in modern Israel and Ireland will also be explored. This course may be taken as 224 or, with additional assignments, as 324.

Instructor: Malino

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject

Distribution: HS

Term(s): Spring

Students who have taken this course as 224 are not eligible to take the course as 324.

**HIST 325 - "Veni; Vidi; Vici": The Life and Times of C. Iulius Caesar (1.0)**

C. Iulius Caesar was descended from the goddess Venus and the Roman King Ancus Marcius. He was one of Rome's greatest orators and Cicero said that every writer of sense steered clear of the subjects Caesar had written about. His life was both scandalous and unprecedented in Roman History: Curio called him every woman's man and every man's woman; Cato remarked that Caesar was the only sober man who tried to wreck the constitution. After conquering Gaul Caesar became Rome's first dictator for life, and finally a god, after his assassination on the Ides of March of 44 BCE. This 300 level course will examine the life, death, and legacies of the greatest Roman against the backdrop of the destruction of the Res Publica.

Instructor: Rogers

Prerequisite: HIST 200, or HIST 228, or HIST 231; CLCV 236/CLCV 336, or CLCV 230, or CLCV 240; or by permission of the instructor

Distribution: HS

Term(s): Spring

**HIST 329 - Alexander the Great: Psychopath or Philosopher King (1.0)**

Alexander the Great murdered the man who saved his life, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the Eastern and Western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest warrior in history against the background of the Hellenistic world. This course may be taken as 229 or, with additional assignments, as 329.

Instructor: Rogers

Prerequisite: Permission of the instructor.

Distribution: HS

Term(s): Spring

Students who have taken this course as 229 are not eligible to take the course as 329.

**HIST 330 - Seminar. Revolution and Rebellion in Twelfth-Century European Society (1.0)**

This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Instructor: Ramseyer

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

**HIST 333 - Seminar. Savage Exhibitions in Nineteenth-Century Europe (1.0)**

Modern ideas of race and the "normal" crystallized in nineteenth-century Europe around the widespread exhibition and study of people presented as "savages." This seminar explores how performers from Africa, Asia, and the Americas linked the worlds of mass culture, anthropology, medicine, and empire, titillating spectators and stoking fantasies of colonial expansion while supposedly providing evidence of the evolution (and potential devolution) of the human races. We will look at scholarly work on the significance of ethnic performers in histories of science, museology, disability, mass consumption, and cross-cultural encounter while also exploring recent attempts to locate their lives in postcolonial memory through art practice, biography, documentary, and the repatriation of remains.

Instructor: Slobodian

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

**HIST 334 - Seminar. World Economic Orders, 1918-2008 (1.0)**

The idea of the "world economy" as a single, interconnected entity only entered widespread discussion in Europe and North America after World War I. This course explores the diverse ways of imagining and ordering the world economy since then and what Europe's place has been within it, from imperial economies to national economies to a supposedly "globalized" economy to recent tilts of the European Union away from the United States and toward China and Russia. We will see how ideas such as development, modernization, and globalization have dictated falsely universal models, but have also served as emancipatory idioms for previously marginalized individuals and populations. We will demystify economic arguments and learn to study economic texts for their content, but also as political and cultural documents.

Instructor: Slobodian

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Fall

**HIST 340 - Seminar. Seeing Black: African Americans and United States Visual Culture (1.0)**

This course explores black Americans' relationship to visual culture in the twentieth-century United States. We will examine how African Americans have

produced, used, and appeared in the visual media of news, entertainment, and marketing industries, and evaluate the significance of their representation to both black and non-black political and social agendas. Areas of inquiry will include the intersections between U.S. visual culture and race relations, African Americans' use of visual culture as a means of self- and group-expression, and the state's use of black media images. This exploration will take us through a study of Jim Crow politics, black migrations and artistic movement, U.S. foreign relations and conflicts, and the development of marketing and advertising.

Instructor: Greer

Prerequisite: Permission of the instructor.

Distribution: HS

Term(s): Not Offered

**HIST 346 - Seminar. Japan's East Asian Empire in Comparative Perspective, 1879-1951 (1.0)**

This seminar explores the history of the Japanese empire in East Asia beginning with the annexation of the Ryukyu Islands (today, Okinawa Prefecture) to the evacuation of occupied territories after Japan's defeat in the Second World War. Issues to be examined include: the comparative typology of Japanese imperialism; the metropolitan perspective on expansionism; the colonial experience in Taiwan and Korea; informal empire in China (emphasizing the Northeast); the wartime empire; and the immediate aftermath of Japan's imperial collapse. Comparisons will be made with both European overseas (e.g., Africa, Southeast Asia) and continental imperialisms (e.g., Germany, Russia). Readings include monographs, essay collections, journal articles, and some translated primary sources. A 25-page research paper is expected.

Instructor: Matsusaka

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

**HIST 347 - Seminar. Meiji Japan and the Rise of the East Asian Modern 1868-1912 (1.0)**

Japan was the first Asian country to succeed in reproducing the twin pillars of nation-state and industrial economy sustaining nineteenth- and early twentieth-century Western modernity. This seminar takes a close look at Japan in the Meiji era (1868-1912) with emphasis on the development of innovative and adaptive strategies, cultural as well as social, political, and economic, for nation-building and "boot strap" industrialization. Although this achievement owed much to a reverse-engineering of the Western "miracle," it also drew heavily upon indigenous cultural and institutional resources. The result was a new, "East Asian modern" that would have profound influence on the region as a whole as well as twentieth-century Japan.

Readings include unpublished primary sources in translation. A 25-page research paper is required.

Instructor: Matsusaka  
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.  
Distribution: HS  
Term(s): Not Offered

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### **HIST 350 - Research or Individual Study (1.0)**

Prerequisite: Permission of the instructor.  
Open to juniors and seniors.  
Distribution: None  
Term(s): Fall; Spring

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### **HIST 350H - Research or Individual Study (0.5)**

Prerequisite: Permission of the instructor.  
Open to juniors and seniors.  
Distribution: None  
Term(s): Fall; Spring

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### **HIST 352 - Seminar. The Origins of Modernity in East Asia and Europe (1.0)**

This seminar explores the origins and nature of modernity through comparative historical analysis. It begins with a look at a cluster of developments emerging ca. 1500-1850 commonly defining European modernity: market capitalism, industrialization, and the nation-state and its social engineering projects, along with freedom, progress, and scientific rationality. Recent scholarship on East Asia, however, reveals that China and Japan produced "ingredients" strikingly similar to those in Europe (and often in much earlier times). Why, then, did East Asia fail to produce a sustained and interactive "modern" complex of conditions until the wholesale adoption and adaptation of European models in the late nineteenth century? What were the causes and significance of this divergent pattern? Research paper required.

Instructor: Matsusaka  
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.  
Distribution: HS  
Term(s): Not Offered

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### **HIST 353 - Seminar. Sentimental Education in Early Modern Europe (1.0)**

Humans have been called rational animals since antiquity, but the notion that we should also develop our non-rational capacities—senses, imaginations, memories, and emotions—is equally central to Western intellectual and cultural history. We will trace this notion through the visual and material culture of early modern Europe in some of its most fascinating manifestations: memory palaces, Jesuit meditation techniques, emblem books, cabinets of curiosities, history paintings, pictorial encyclopedias, games, and more. Each week will involve hands-on study of jewels from Wellesley's own library and museum collections, and each student will

finish the semester by writing a history of an object of her choice.

Instructor: Grote  
Prerequisite: Open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject, or by permission of the instructor.  
Distribution: HS  
Term(s): Not Offered

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### **HIST 354 - Seminar. King-Killers in Early Modern Britain and France (1.0)**

Popular fascination with kings and queens is alive and well, but European monarchs once enjoyed a mystical, superhuman prestige far beyond mere celebrity. Why did they lose it? To find an answer, this seminar investigates their enigmatic killers: perpetrators of cosmic cataclysm in the name of liberation from tyranny. After examining the medieval legal foundations and ceremonial glamor of sacred kingship, we will analyze the most sensational modern cases of king-killing: Charles I in the English Civil War and Louis XVI in the French Revolution. Our analyses will encompass political maneuverings by individuals; bitter conflicts of class, religion, and party; the subversive power of satirical literature; utopian yearnings for a more egalitarian society; and the philosophical battles that produced modern concepts of the state.

Instructor: Grote  
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.  
Distribution: REP; HS  
Term(s): Spring

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### **HIST 358 - Seminar. Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation (1.0)**

In the sixteenth century for the first time the world became linked through networks of global trade. From Lisbon to Calicut to Macao to Manila to Potosi to Antwerp, peoples and places became increasingly integrated through labor systems, migration, and new economic and political relationships. This course examines the development of these relationships and their political and cultural implications through the lens of the trade in pepper, the circulation of silver, and the manufacture of silk from the 1480s to 1700. Rather than focusing on the purely economic aspects of the trade, we will examine the new technologies and knowledge(s) that made global integration possible; the social and cultural revolutions fashioned by the production, consumption, and circulation of these commodities; and the political transformations that accompanied this circulation.

Instructor: Osorio  
Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in history and/or a grade II unit in a relevant area/subject.  
Distribution: HS  
Term(s): Not Offered

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### **HIST 359 - Seminar. Speaking Ruins: Antiquity and Modernity in the History of the Spanish World (1.0)**

This seminar examines the role of ruins (as both metaphors and material structures representative of antiquity) in the construction of an urban Modern Spanish World from the seventeenth through the nineteenth centuries. We will look at how architects, urban planners, imperial officials, philosophers, political writers and historians looked to classical and American antiquity (Rome, Inka, Aztec) as sources for the construction and legitimation of imperial and national histories (a deep past) and rule. And how ruins, as physical artifacts, became central in the creation of the modern (a future) Spanish World. The Spanish Philippines will be a test case for understanding the place of classical antiquity in American and Spanish European modernity.

Instructor: Osorio  
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject  
Distribution: HS  
Term(s): Not Offered

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### **HIST 360 - Senior Thesis Research (1.0)**

Prerequisite: By permission of the department. See Academic Distinctions.  
Distribution: None  
Term(s): Fall

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

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### **HIST 370 - Senior Thesis (1.0)**

Prerequisite: HIST 360 and permission of the department. If sufficient progress is made in Senior Thesis (360), students may continue with Senior Thesis (370) in the second semester.  
Distribution: None  
Term(s): Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

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### **HIST 371 - Seminar. Chinese Frontier Experience, 1600 to the Present (1.0)**

Since the early twentieth century, Chinese leaders have wrestled with the task of integrating large, ethnically diverse populations into a unified, multiethnic nation-state. This task's difficulty is periodically revealed when places such as Tibet erupt into violence, as in March 2008. This course provides historical and theoretical approaches to understanding the origins and implications of China's diversity. Recent pioneering research allows our class to investigate seventeenth- and eighteenth-century histories of conquest that brought the Northeast (Manchuria), Taiwan, Mongolia, Xinjiang, and Tibet

under Beijing's authority. These histories provide the foundation for exploring vexing modern issues, including the development of ethnic identities in China, efforts at nation-building and economic development in the frontiers, the internationalization of the Tibet problem, and the place of Islam in China.

Instructor: Giersch

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 372 - Seminar. Chinese Nationalism and Identity in the Modern World (1.0)**

China's emergence as a great power is of vital importance, but recent violence in Xinjiang and international disputes with neighbors over China's claims to the South Sea raise questions about how Chinese envision their multiethnic nation and its place in the world. This course places these questions in historical context by examining the evolution of modern China's national and ethnic identities. Topics include: the birth of Chinese nationalism; revolutionary nationalism under the Communists; struggles over women's place in the nation; propaganda, popular culture, and nationalism; nationalism and foreign policy; and alternative visions, including Tibetan and Uyghur identities.

Instructor: Giersch

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 375 - Seminar. Empire and Modernity: The Rise and Fall of Spanish World Power (1.0)**

This course traces the rise and fall of the first modern European Empire, the Spanish Empire. This first global empire ca. 1500 ruled over parts of Europe, Africa, the Americas, and Asia. This course provides a historical understanding of early modern ideologies, the institutions and the cultural practices that enabled Spain to rule over such vast territories. To this end we will examine the medieval precedents of early modern imperialism; theories of empire and monarchy; ideologies of conquest and colonization; theories of modernity and empire; models of conquest and colonial exploitation; the role of race and slavery in empire building abroad and at home; the various ways in which the "conquered" colonized Europe and Europeans; and the long-term consequences of these exchanges.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 377 - Seminar. The City in Latin America (1.0)**

Urbanity has long been central to Latin American cultures. This seminar examines the historical development of Latin American cities from the Roman principles governing the grid pattern imposed by the Spanish in the sixteenth century through the development of the twentieth-century, postmodern megalopolis. The seminar's three main objectives are to develop a theoretical framework within which to analyze and interpret the history, and historical study of, Latin American cities; to provide a basic overview of the historical development of cities in the context of Latin American law, society, and culture; and to subject to critical analysis some of the theoretical "models" (i.e., Baroque, Classical, Dependency, Modernism, and so on) developed to interpret the evolution and workings of Latin American cities.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 378 - Seminar. Women and Social Movements in Latin America (1.0)**

This seminar examines the historical development of women's movements in Latin America from the nineteenth century through the twentieth century. We will examine the local political and ideological events that shaped women's movements and feminism(s) in the region. Topics include: women's early claims to equal education and the development of the ideologies of "women's rights" and social motherhood around 1900; women in democracy and the search for social justice from the 1930s-1950s; women's role in revolutions and counter-revolutions from the late 1950s through the 1970s; the advent of international feminism in the context of national liberation and re-democratization after 1974, and neoliberalism and globalization.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 379 - Heresy and Popular Religion in the Middle Ages (1.0)**

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms, as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages. This course may be taken as 279 or, with additional assignments, as 379.

Instructor: Ramseyer

Prerequisite: Open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject, or by permission of the instructor.

Distribution: HS

Term(s): Fall

Students who have taken the course as HIST 279 are not eligible to take the course as HIST 379.

### **HIST 382 - Seminar. Gandhi, Nehru, and Ambedkar: The Making of Modern India (1.0)**

The creation of the world's largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of nonviolence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi's experiments with food and sex affect his vision of India? How did Nehru's understanding of world history structure his program of industrialization? How did Ambedkar's untouchable upbringing shape his agenda? Could Gandhi's nonviolent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Instructor: Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

### **HIST 383 - Seminar. 1947: Partition in History and Memory in South Asia (1.0)**

In the years leading to 1947, nationalist activism against the British and tensions between Hindus and Muslims escalated in the Indian subcontinent. This culminated in Partition and the emergence of the nations of India and Pakistan. Independence was marred, however, by the bloodshed accompanying the mass movements of Muslims into Pakistan and Hindus into India. What were the factors leading to this juxtaposition of triumphal Independence with shameful Partition? How have memories of Partition continued to affect powerfully politics and culture in the subcontinent? This seminar investigates such questions using a wide variety of materials, including novels, such as Salman Rushdie's *Midnight's Children* and Bapsi Sidhwa's *Cracking India*; feature films, such as Deepa Mehta's *1947*; and documentary films, such as Sabiha Sumar's *Silent Waters*.

Instructor: Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

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### **HIST 395 - Seminar: Modern Imperialisms (1.0)**

This seminar examines the histories of imperialism from the late 18th century onwards. Both the actual histories of imperial practices as well as the way in which the meaning of imperialism itself changes over the course of two centuries will be investigated. As such, the course offers a comparative perspective on imperial practices of several states – including Britain, France, Germany, and the United States – in Africa and Asia. Topics include: the connections between imperialism, industrialization, and new technologies; imperial efforts to refashion subject peoples and resistance to such efforts; changing ideas of gender and race; decolonization; the enduring significance of imperial legacies in the age of globalization. Sources include selections from contemporary critics of imperialism such as Lenin and Fanon, scholarly writings, films, and fiction.

Instructor: Rao

Prerequisite: Normally open to juniors and seniors only, who have taken a 200-level History course or a 200-level course in a relevant area/subject

Distribution: HS

Term(s): Spring

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### **HIST 396 - Seminar. Port Cities of the Indian Ocean in Historical Perspective (1.0)**

This is a research seminar about themes in the history of Indian Ocean port cities, namely those situated on the littorals of the Red Sea, East Africa, the Persian Gulf, and South Asia. The course engages with different dimensions of life in port cities, including their relations with immediate or distant overlords; diverse communities of traders; flows of religious experts, free and unfree labor, and other migrants; the technology that sustained oceanwide links and the epidemics that threatened them; and the impact of colonial (especially British) rule. Covering the period 1500 to the present, the course emphasizes the period preceding World War II, yet traces some themes to the present. Student research papers are at the center of this seminar.

Instructor: Kapteijns and Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject and have permission of the instructor(s).

Distribution: HS

Term(s): Not Offered



<http://www.wellesley.edu/history>