

**HIS 101**  
**Ancient Mesopotamia to Early Modern Europe**

Satisfies: GLO, SBS [DEC: F]

MW, 11:00am-12:00pm

Professor Sara Lipton

In this course we shall explore the politics, society, art, and culture of “the West” from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians’ interpretations of it: weekly mandatory recitations (discussion sections) will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, several short papers, participation in recitations, a midterm exam, and a cumulative final exam.

**HIS 103**  
**American History to 1877**

Satisfies: DIV, SBS, USA [DEC: F&4]

MW, 12:00-12:53pm

Professor Paul Kelton

This course examines key themes in American history from the pre-contact and colonial eras to the founding and expansion of the United States through the Civil War and its aftermath. We'll explore a wide range of subjects including: cross-cultural encounters and conflicts among Native Americans, Africans, and Europeans; settler-colonialism and the dispossession of Native peoples; the rise of capitalism, industrialization, and changing labor systems (including slavery, indentured servitude, and wage-based); major cultural, religious, and social reform movements; competing political ideologies, including the roots of revolution, democratization, and sectionalism; and, changing historical constructions of race, ethnicity, class, and gender. We will also consider why historians continue to offer new interpretations of American history—by questioning the assumptions, biases, and silences in traditional narratives, revisiting old sources and gathering new evidence, and bringing more diverse perspectives into view. Readings include an interesting mix of works by historians and primary sources written by people in the past. Sections are designed to complement, reinforce, and build on materials covered in lectures and assigned readings. Grading will be based upon attendance at lectures and sections, class participation (including section activities, discussions, and in-class writing exercises designed to assess comprehension of assigned readings), midterm, and final exam.

**HIS 202**  
**Ancient Greece**

Tu/Th, 11:30-1:00pm

Satisfies: GLO [DEC: I]

Thematic Categories: "Arts, Ideas & Culture,"  
"Empires, Violence & Global Connections"

Professor Eric Miller

The civilization that developed in Greece over the course of the first millennium BCE transformed the philosophical, political, and cultural foundations of the world of its time in ways which have had enormous influence on subsequent societies, particularly our own. Democracy, Philosophy and Drama, are just a few of the innovations that began in Ancient Greece. This course presents an overview of the ancient Greek world, beginning with the first evidence for the Greek language and the precursor civilizations of the Bronze Age Aegean, and ending with the Hellenic states' loss of independence to Roman imperialism. While chronology and political history provide the general organizational framework for the course, there will be frequent diversions into social and intellectual topics. But the geographical focus is on a much larger area than what is included within the frontiers of modern Greece, as ancient Greek colonization embraced broad areas of Asia and the Mediterranean. Ultimately, Greek history is the basis of the vocabulary of history itself. The material will be conveyed both through class lectures and discussions, with a mid-term, final exam, and two research papers.

HIS 206  
**Europe in the Age of Discovery, 1348-1789**

M/F, 1-2:20pm

Satisfies: GLO, SBS [DEC: I]

Thematic Categories: "Arts, Ideas & Culture; Empires,"  
"Violence & Global Connections," "Health, Science & Environmental Change"

Professor Alix Cooper

This course examines the period in European history from the Black Death until the French Revolution (roughly 1348 to 1789). During this period of Renaissance, Reformation, and Enlightenment, early modern Europe experienced a series of crises in authority that ushered in the modern world. The course will explore how new discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule. Written work will include two short papers, midterm, and a final exam.

HIS 213  
**COLONIAL LATIN AMERICA**

M/W 2:40-4:00

Satisfies: GLO, SBS [DEC: J]

Thematic Categories: "Arts, Ideas & Culture,"  
"Empires, Violence & Global Connections," "Race, Religion, Gender & Sexualities"

Professor Paul Gootenberg

Latin America's colonial experience left a deep and enduring mark on the region. This introductory course surveys major developments and themes from Latin America's indigenous and Iberian colonial past (1400-1820), by drawing on the 'social history' of core societies like Mexico, Peru, and Brazil. This long period of collision between European and American society is rife with heady topics: imperialism, conquest, culture clash, resistance, slavery, race, and revolt. We assess them with an historian's eye.

**HIS 223**  
**West Africa and the World (Regional History of Africa)**

Satisfies: GLO, SBS [DEC: J]

**Thematic Categories:** Arts, Ideas & Culture;  
Law, Politics & Social Justice

Tu/Th, 8:30-9:50 am

Professor Shobana Shankar

This course explores the history of Western Africa, a world region uniquely positioned at the meeting of the Sahara, the Mediterranean Sea, and the Atlantic Ocean. West Africa's riches are many: material wealth in gold, enslaved workers, palm oil, and petroleum, and cultural riches in hundreds of ethnolinguistic groups, diverse religions, and world-renowned cultural creativity in the arts, textiles, novels, and films. This course will use these lenses to examine transformations in Western Africa from 1500 to the present. We will explore the rise of early civilizations, encounters with Arabs and Europeans which set off the slave trade and conquest of the Americas. In addition to these topics, we will examine how West Africans contended with the European scramble for colonies in Africa and emerged from colonialism to create new nations of Ghana, Mali, Morocco, Nigeria, Senegal, and others from 1957 onward.

**HIS/JDS 225**  
**Jewish History: From Antiquity to the Early Middle Ages**

Satisfies: CER, GLO [DEC: J]

**Thematic Categories:** Arts, Ideas & Culture;  
Race, Religion, Gender & Sexualities

TuTh, 2:30pm-4:00pm

Professor Eric Miller

The Jews of late antiquity provide an excellent case study of a community seeking to preserve its existence and its distinctive ways of life in times of rapid and bewildering change. This course will deal with the life and history of the Jewish people, and the development of the Jewish religion, from Antiquity to just before the rise of Islam. We shall begin with the biblical heritage of ancient Israel and follow the continuing evolution of that heritage with special focus on the Babylonian exile, Persian rule, and the place of the Jews in the turbulent world of the Greeks and the Romans. The course will end with the “triumph” of Christianity on the "outside" of Jewish life and the consolidation of rabbinic leadership on the "inside." We will also spend considerable time in detailed study of important primary documents. Classes are based on lectures with discussion of readings, a mid-term, final exam, and two research papers.

**HIS 235**  
**The Heirs of Rome: The Early Medieval World, 300-1000**

Satisfies: GLO [DEC: I]

**Thematic Categories:** Arts, Ideas & Culture;  
Empires, Violence & Global Connections;  
Race, Religion, Gender & Sexualities

MWF, 9:00 am-10:00

Professor Mohamad Ballan

This course introduces the political, social, cultural and intellectual history of early medieval Europe and the Mediterranean world. Tracing the legacy of Rome through its three successors (Byzantium, the Latin West and Islam), this class will familiarize you with the major processes, institutions, ideas and communities that shaped Europe and the Mediterranean during the Early Middle Ages. We will closely examine an array of primary documents and material sources in order to problematize the notion of “the Dark Ages,” while exploring the various ways in which the period known as the Early Middle Ages was equally an era of crisis, transition and transformation. The course will make extensive use of primary sources from all three cultures (Germanic, Byzantine, Islamic), both as evidence of post-Roman civilizations and in order to refine skills of historical interpretation and analysis of evidence.



**HIS 238**  
**Science, Technology, and Medicine in Western Civilization - II**

Tuesday/Thursday, 4:00-5:20pm

Satisfies: STAS

Thematic Categories: Health, Science & Environmental Change;  
Law, Politics and Social Justice; Empires, Violence and Global Connections

Professor Susannah Glickman

This course will introduce students to the methods and a sampling of fields and methodologies in the History of Science, Technology and Medicine from 1790 to the present. We start with a critical examination of the field, its history, and its assumptions. What is the history of science and how did the field originate? What is science? How do we know things and how has this changed over time? What is the relationship between science, statistics, and the state? This course examines major schools of thought in the history and sociology of science, debates about knowledge and how it is produced, and a survey of other major and popular topics. We will read histories of measurement, quantification, finance, medicine, and laboratories, as well as biopolitics and cybernetics. Examples of course materials include *Closed World*, a history of Cold War computing politics and worldview, *Perfumed Nightmare* (1977), a film about the American space program and postcolonialism, *An Engine Not a Camera*, a book about financial models and the practice of financial markets, and “The History of Science & the History of Knowledge,” a provocative article about the history of the History of Science. No background in the field is necessary.

HIS/JDS 241  
**Nazi Genocide and the Holocaust**

T/Th, 4:00-5:20pm

Satisfies: GLO [DEC: I]

Thematic Categories: "Empires, Violence & Global Connections,"  
"Law, Politics & Social Justice," "Race, Religion, Gender & Sexualities"

Professor Young-Sun Hong

How was it possible for mass genocide to occur in the midst of one of the most cultured societies of Europe in the twentieth century? This course will examine the centuries-long social, cultural and religious context that fed into the 20<sup>th</sup>-century environment in which the Holocaust became possible, as well as the contemporary political events, and the gradually unfolding actions by the Nazi government in Germany and territories under their influence from 1933-1945, which ultimately culminated in the Holocaust. We will also examine the Jewish experience under the Nazis in the 1930's, as well as the life in the ghettos and concentration camps from the perspective of both the victims and the persecutors. Additionally, we will analyze major issues and questions that arise in the wake of the Holocaust. The course will be conducted through a series of lectures and class discussions.

HIS 249  
**MODERN EUROPE, 1914-1945**

MWF, 2:30-3:30

Satisfies: GLO

Thematic Categories: "Empires, Violence & Global Connections,"  
"Health, Science & Environmental Change," "Law, Politics & Social Justice"

Professor Lawrence Frohman

The years between the outbreak of World War I and the end of World War II were a period of unprecedented ideological polarization, economic crisis, political revolution, ethnic violence, and expanding state power. The significance of the changes wrought during these years rivals that of the French and Industrial Revolutions in determining the shape of modern European society. The class will begin in the 1890s by examining the forces that were undermining both the bourgeois social order and the liberal political system. However, it was World War I that marked the definitive end of the 19th century. The Bolshevik Revolution, the collapse of the four old European empires, the expanding appeal of radical, conservative nationalism, the intensification of ethnic strife, and the willingness to use the greatly expanded power of the state to solve the problems of nation-making gave rise to a virtual civil war, which in every country pitted communism and radical right nationalism against both each other and the steadily shrinking bourgeois middle. However, the only way for states to solve these conflicts, transform their societies into more modern, powerful polities, and revise the Versailles settlement was to make war against both their own populations and the European order itself. This violence reached its zenith with Stalin's purges, the Nazi plan for the racial restructuring of European society, and the bitter civil wars that were fought in every European country as an integral part of the great wartime struggle against Nazi Germany.

**HIS 261**  
**Change & Reform in the United States, 1877-1919**

Satisfies: USA [DEC: K & 4]

**Thematic Categories:** Arts, Ideas & Culture;  
Law, Politics & Social Justice;  
Race, Religion, Gender & Sexualities

MWF, 12:00-1:00pm

Professor Mark Chambers

This course examines the period when the United States became a Modern Nation during the last quarter of the nineteenth century and into the early years of the twentieth century. Railroad lines crisscrossed the nation, and large numbers of immigrants, from Eastern Europe and Mexico, arrived in the United States. Developments at home and abroad seemed to promise a new era of prosperity and progress. The mass manufacturing of automobiles and other products proved a boon to the economy and transformed patterns of travel, leisure, and consumption. In connection with these changes the subjects to be discussed include the uses of vast reserves of coal, timber, and water that helped fuel a growing industrial economy, and the rise of social reform movements to address these changing conditions. Requirements include attendance and participation as well as writing assignments. In addition, there will be a mid-term, a final, and a short paper.

HIS 265  
**Civil War and Reconstruction**

MW, 11:00-11:53am  
(+ Recitation Section)

Satisfies SBC: USA, DIV [DEC: K&4]

Thematic Categories: "Empires, Violence & Global Connections";  
"Law, Politics & Social Justice"; "Race, Religion, Gender & Sexualities"

Professor April Masten

The Civil War (1861-1865) was a “Second Revolution” that reshaped the structure of society and race relations in the United States. This course focuses on the causes, progress, and outcome of America’s Civil War. It investigates the origins of the sectional conflict; the events, meanings, participants, and consequences of the war on the battlefield and home-front; the achievements and failures of Reconstruction; and the war’s legacy. Classes consist of two lectures and one recitation per week. A ten-minute written quiz will be given at the beginning of each recitation (to encourage students to keep up with the readings) followed by a discussion or an activity based on the week’s readings. Students will also write a final exam essay on an assigned topic based on the course lectures and readings.

**HIS 289**  
**Wealth and Inequality in America's Corporate Age**

Satisfies: SBS, USA [DEC: K & 4]

**Thematic Categories:** Empires, Violence & Global Connections;  
Law, Politics & Social Justice

TuTh, 10:00-11:30am

Professor Chris Sellers

Swelling media and political discussions over the last few years have made Americans much more aware of the growing divide over the last three decades between the wealthiest Americans and the rest of us. This course delves into the dynamics of this and earlier historic shifts in how wealth gets made and distributed through our society. Ever since the American economy became dominated by large corporations, they have played a pivotal role in this history. We will concentrate especially on why, over long historic periods that have characterized the age of the modern corporation, wealth in the United States has become more—but also at times less--skewed toward the top. We will study three periods of sustained economic growth ending in eras of depression or stagnation: (1) the late nineteenth and early twentieth centuries, a time of skewing; (2) the post-World War II decades, a time of evening out; and (3) the period from 1980-2021, another era of skewing. Each period had its most characteristic corporations and technologies, from the robber barons to the dot.com-ers. Each also had its own characteristic ways not just of generating but distributing wealth, prompting changes that altered Americans' experience of being wealthy, middle- or working class. A special focus of our history falls on the financial sector, including Wall Street, whose twists and turns have so deeply imprinted the American experience with wealth, also with inequality.

HIS 300  
**History of Scotland in Media and Memory**

T/Th 11:30-12:50

Satisfies: SBS+ [DEC: I]

Thematic Categories: "Arts, Ideas & Culture";  
"Empires, Violence & Global Connections"; "Law, Politics & Social Justice"

Professor Ned Landsman

From the heroics of Braveheart to the tragedy of Mary Queen of Scots to the Jacobite romance of *Outlander*, the small nation of Scotland has long held an out-sized place in literature and legend. Indeed, as often as not Scots themselves participated in the deliberate creation of such stories. Behind all of that is the story of a people who played an anything but romantic role in fostering key aspects of the development of Britain, Europe, the United States and the western world. Indeed, on key occasions they have played distinctive and out-sized roles in those developments, for better or for worse. Those include everything from capitalist theory (think Adam Smith), the Enlightenment, and global commerce, to imperialism, militarism, and plantation slavery. Scotland historically has had an exceptionally mobile population – probably the most prolific migrants in early modern western Europe. In the process they spread their influence to Ireland, North America, and distant reaches of empire. Scotland was unusual among western nations in voluntarily ceding independence and nationhood in the Anglo-Scottish union of 1707 that created Great Britain. In recent years they have done much to return the question of national independence to the political agenda.

**HIS 301.01**  
**Religion, Society and Politics in the Premodern Islamic World, 600-1700**

Monday/Wednesday 11:00am - 12:20pm

Satisfies: ESI

Professor Mohamad Ballan

The medieval and early modern Islamic world was an integral component of a dynamic and interconnected universe characterized by mobility, transformation and exchange. It was among the most politically sophisticated, culturally diverse, and prosperous human societies on earth well into the eighteenth century and had a profound impact on the histories of Europe, Africa and Asia between 600 and 1700. The course will introduce you to the major historical developments, processes and institutions of the medieval and early modern Islamic world, which encompassed much of the broader Middle East, including the Mediterranean and Indian Ocean worlds. It will also explore the connections and relationships between the Islamic world and other regions (including Europe, Central Asia, India and Africa). Religion, politics, cosmopolitanism, intellectual culture, slavery, military conquest and rebellion all played a profoundly significant role in shaping the history of the Islamic world during this period, and each will be examined and situated in a broader historical perspective. While the course emphasizes a particular theme and period of history, it primarily seeks to develop students' wider critical skills. Through close readings of primary sources, students will be encouraged to think about wider questions related to the discipline of history. Students will have the opportunity to hone their reading, writing, and research skills in the analysis and interpretation of historical evidence through in-class discussion, library exercises, and writing assignments.



HIS 301

**SCIENCE AT SEA**

Tu/Th: 11:30am-12:50pm

Satisfies: ESI

Professor Tamara Fernando

In HIS 301 we will focus on core skills in the craft of history: critical reading to interrogate both primary and secondary sources, outlining and following through on a research plan, and how to deliver clear, argumentative, polished, research papers from start to finish! We will practice and learn these skills within the field of the history of science, focused especially on the growing field of the history of science at sea, covering oceanography, marine biology, bathymetry, and other fields. We will discuss and explore the role of states, the military/navy, local indigenous knowledge, and, crucially, the material of the ocean itself in shaping what we know about the sea through the prism of “science.” We will close-read primary sources not limited to Polynesian stick navigation charts, Royal Society reports on the ocean, and scientific diagrams and illustrations.

**HIS 301.03**  
**Renaissance Florence**

Satisfies: ESI

Tues/Thurs 2:30-3:50pm

Prof. Alix Cooper

This writing- and research-intensive course, aimed at History majors as preparation for the HIS 401 senior seminar, will examine the social, cultural, and political unfolding of the Italian Renaissance during the 13th through 17th centuries in one of its key sites: the city-state of Florence. Home to such illustrious figures as Dante, Petrarch, Boccaccio, Cosimo de' Medici, Niccolò Machiavelli and Galileo Galilei, Florence grew over the course of the Middle Ages to become one of the largest and most cultured of the Italian city-states, with a distinctive political system that showcased the aspirations of the rising mercantile class. Readings for the class will include numerous primary sources (original documents) written by the people of Renaissance Florence, as well as secondary sources (such as scholarly articles) by modern historians. Since this is a writing- and research-intensive class, like all 301s, there will be considerable attention paid to writing and revising. Requirements will include several shorter assignments and a final research paper that will be written in multiple drafts and critiqued for both historical form and historical content.

**HIS 308**  
**Britain and France in the Age of Revolution**

Satisfies: SBS+ [DEC: I]

**Thematic Categories:** Arts, Ideas & Cultures;  
Empires, Violence & Global Connections

Tu/Th, 10:00 – 11:30am

Professor Kathleen Wilson

This course examines the social, intellectual, cultural and political life of Britain, France and their overseas colonies from the Death of the Sun King to the Battle of Waterloo (1715-1815). Over the period, Britain and France were at war for over 75 years, their armies and navies clashing in Europe, America, India, Africa and the Caribbean. This period also witnessed the largest forced migration in history through the Atlantic slave trade; the intellectual revolution known as the Enlightenment; a demographic revolution doubling the size of the British population; the beginnings of industrialization; and three political Revolutions—American, French and Haitian—that changed the way humanity and rights were conceived thereafter. These currents and their role in inaugurating the modern world are the focus of the course. We examine them through the lenses of the representations, geo-politics and pluriversal perspectives of some of its most neglected, yet important participants: women, Indigenous peoples, enslaved and coerced laborers; ex-slaves and abolitionists; philosophes and peasants; printers and African-descended revolutionaries; to develop an understanding about the nature of social and political life in the *ancien regime* that can account for the ruptures of the French and Haitian Revolutions. The following topics will structure lecture and discussion: the nature of *ancien regime* states and societies; the impact of war and empire; women, race and public culture in the Enlightenment; Paris and London as global cities; exoticism and the arts of discovery; the emergence of popular radicalisms; and the transatlantic circuits of revolution.

**HIS 312**  
**Germany 1890-1945**

Satisfies: SBS+ [DEC: I]

**Thematic Categories:** Arts, Ideas & Culture;  
Empires, Violence & Global Connections

TuTh, 2:30-4:00pm

Professor Young-Sun Hong

This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exam.

**HIS 323**  
**Women of Color in the United States**

Satisfies: DIV, SBS+ [DEC: K]

**Thematic Categories:** Empires, Violence & Global Connections;  
Law, Politics & Social Justice;  
Race, Religion, Gender & Sexualities

TuTh, 1:00-2:30pm

Professor Shirley Lim

In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory; students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5-8 page final research essay on race, gender, and twentieth-century American culture.

**HIS 361**  
**Slavery & Freedom in the Atlantic World**

Satisfies: DIV, SBS+ [DEC: K & 4]

Thematic Categories: "Empires, Violence & Global Connections,"  
"Law, Politics & Social Justice," "Race, Religion, Gender & Sexualities"

M/W/F 10:00-10:53am

Professor Jennifer Anderson

From Caribbean plantations to New England seaports, enslaved Africans and African Americans played vital roles in building the Atlantic world. Drawing on the true stories of individuals who experienced bondage, this course investigates the history of slavery in different regions, periods, and social contexts. We'll learn about the historical roots of slavery, the transatlantic slave trade, constructions of race and racism, the development of different labor systems, and early abolition efforts. We'll also explore how people survived in bondage, resisted brutal exploitation, asserted their humanity, and struggled for freedom.

HIS 366  
**Carceral Studies: Histories of Policing, Prisons, and Surveillance**

M/W, 2:30 pm-3:50 pm

Satisfies: DIV, SBS+ [DEC: K & 4]

Thematic Categories: “Empires, Violence & Global Connections,” “Law, Politics & Social Justice,” “Race, Religion, Gender & Sexualities”

Professor Robert Chase

With 2.2 million people in prison and nearly 6.5 million people under the auspices of the criminal justice system (via probation or parole), the United States, which has only 5 percent of the world's general population, now imprisons twenty five percent of the world's prison population. How did the United States come to have the world's highest rate of incarceration and one so sharply racially disproportionate? This course traces the development of what some have termed the 'New Jim Crow' and a 'prison empire' by viewing American history through the lens of race, crime, punishment policing, and prisons. By studying the history of American criminality and ideas concerning punishment and policing, students will consider two distinct periods of prison reform: 1) the Progressive era of “scientific treatment” and the “new penology”; 2) the post-World War II focus on the rehabilitative and therapeutic ideal. The course will also focus on periods of reaction, revolt, and retrenchment and how the American prison has shaped racial formation, particularly the development of convict labor in the New South; the prison uprisings of the 1920s, 1950s, and 1970s; the rhetoric of “law and order” America and the “war on drugs” in the post-Civil Rights era; and the massive prison building project of our own time.

HIS 370  
**US Social History, 1860-1940**

Lecture: M/W, 11:00-11:53am

+Recitation: Friday, 11:00-11:53 (R01);  
Monday, 10:00-10:53am (R02); Wednesday, 10:00-10:53am (R03)

Satisfies: DIV, SBS+ [DEC: K & 4]

Thematic Categories: "Law, Politics & Social Justice,"  
"Race, Religion, Gender & Sexualities"

Professor Nancy Tomes

This course explores the history of the United States from Roosevelt (TR) to Roosevelt (FDR) to analyze how three big trends --the second industrial revolution, the rise of the city, and new kinds of immigration -- turned the U.S. into a more modern, diverse, and divided nation. We will follow Americans on their journey to a different way of life between the 1890s and the 1940s with the following questions in mind: how did they adapt nineteenth century traditions of political democracy and social equality to a new twentieth century corporation-dominated economy? How did a traditionally white Anglo-Saxon Protestant nation respond to the massive influx of not-WASP immigrants from abroad and Black migrants from the South? How did the rise of a new kind of consumer-oriented culture, including new forms of mass media, advertising, and popular entertainment (vaudeville, movies, and radio) reshape American culture? How did the expected roles of men and women change because of all of the above? By exploring these themes, this course will help you understand the foundations of contemporary American politics and popular culture. Required books include Steven Diner, *A Very Different Age* and Lynn Dumenil, *The Modern Temper: American Culture & Society in the 1920s*. Other required readings will be available via electronic reserve on Brightspace. There will be a take-home midterm, a 7-10 page paper, and a final exam.



**HIS 371**  
**Law and Society in American History, 1620-1877**

Satisfies: DIV, SBS+ [DEC: K&4]

**Thematic Category:** Law, Politics & Social Justice

TuTh, 11:30-1:00pm

Professor Donna Rilling

This course examines the interaction between law and society in America from the period of European colonization through the mid 19<sup>th</sup> century. Some of the themes we will examine are: interaction between native and European legal systems; adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; development of the profession of law; shifts in women's legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people's lives. The course assumes no prior knowledge of law. As an upper-division course, it does assume some background in historical approaches, how to read primary documents and secondary works (books and essays), and how to go about writing an essay. The official pre-requisite for this course is U3 or U4 status; the advisory prerequisite is HIS103 (U.S. history to 1877). The reading, writing, and other expectations are commensurate with an upper-division history course. The reading averages approximately 55 pages weekly.

**HIS 373**  
**Global 1960s**

Monday/Wednesday, 4:00-5:20pm

Satisfies: GLO, SBS+

Thematic Categories: “Arts, Ideas & Culture,”  
“Empires, Violence & Global Connections”

Professor Eric Zolov

This course examines the tumultuous period increasingly known as the “Global 1960s.” It was an era defined by the utopian optimism of a “new world coming,” on one hand, and the harsh realities of war, political repression, and the possibility for nuclear conflict, on the other. Cultural revolutions, student protests, Cold War battles fought in the Third World and Eastern Europe, and the radicalization of civil rights struggles in the United States all seemed to converge. How do we make sense of the 1960s as a global set of experiences whose revolutionary heroes and imagery were deeply intertwined? To address this question, this course will examine multiple contexts of the “Global Sixties,” from Cuba to Beijing, and Prague to Mexico City, using a variety of secondary and primary sources, including film, music, and poster art.

HIS 393  
**THE INFORMATION SOCIETY**

Monday/Wednesday, 4:00-5:20pm

Satisfies: SBS+

Thematic Categories: "Arts, Ideas & Culture,"  
"Law, Politics & Social Justice"

Professor Lawrence Frohman

Since the 1970s, it has become increasingly common to say that we live in an “information society” or the “information age.” Although most people equate the advent of the information society with the invention of the computer and, more recently, the internet, the roots of the information society reach back to the early 1800s and beyond, and its development was driven by an array of political, economic, and social forces, which collectively shaped the history of information technology as much as they were shaped by it. In this class, we will investigate how information (and the closely related concepts of data and knowledge) became central sources of authority and power from the early 1800s to the present. The class will focus primarily on Europe and the United States. We will discuss such topics as the evolution of information technologies; surveillance, policing, censuses, and state power; networks and infrastructure; changing conceptions of information and information science; cybernetics, Cold War culture, and the counterculture; privacy, secrecy, and social protest in the computer age; the growth of the internet and its impact on capitalism, the media and public life; and big data and the right to be forgotten. The goal of the course is to understand the distinctive ways in which information is shaping contemporary society and altering our sense of what it means to be a human being.

**HIS 396**  
**Cold War Sciences**

Satisfies: SBS+

Thematic Categories: Health, Science & Environmental Change,” “Law Politics and Social Justice” and “Arts, Ideas, and Culture”

Tuesday/Thursday, 5:30-6:20pm

Professor Susannah Glickman

This course teaches the history of the Cold War through the disciplines which defined it: Economics, Physics, and Computation. We will do so by uniting the histories of science, technology, American politics, and the U.S. state. Weaving these subjects together, the course offers a genealogy of how we understand postwar "modernity." Specifically, we will explore insights into our societal preoccupation with 'tech' — from computers to the Internet, bitcoin, and quantum technologies. It accomplishes this through the integration of histories of the Cold War, computing, and physics, while encouraging students to draw connections between ideologies, institutions, and intellectual and material histories of science and technology. Students will emerge from this class with a better understanding of the ideologies, theories, and practices surrounding the “modern” American science regime from 1945 to the present.

**HIS 401.02**  
**Filthy Cities**

Satisfies: EXP+, SPK, WRTD

Tuesdays, 2:30-5:20pm

Professor Donna Rilling

This class explores ideals of personal, household and community cleanness and consumer items related to it (cosmetics, soaps, baths, dress, homes, etc.) through the early twentieth century. It emphasizes American history, but also incorporates scholarship from other geographic areas. Expectations and ideals regarding dirt, cleanliness, pollution and the like emerge in tandem with processes of identity formation and inclusive group definitions (for example, what is “femininity”? who is “middle class”?) on the one hand, and processes of exclusive labeling (e.g., Who is not white? Who is not moral?) on the other. We also focus attention on related understandings of dirt and disease, and explore the challenges that growing cities faced from human, animal and industrial waste. Assignments include: weekly reading and active participation in discussions of primary and secondary sources; scaffolded elements of an original research paper, the final version to be approximately 12 pages not including citations; and an oral presentation.

**HISTORY 401.01**  
**Presidential Assassinations in Historical Perspective**

Satisfies: EXP+, SPK, WRTD

Mondays, 1:00-3:50pm

Professor Nancy Tomes

This seminar will examine the history of assassinations from the mid-nineteenth- to the late-twentieth century. While Presidential assassinations in the United States will form the prime case study for our common readings, we will also consider other kinds of assassinations (for example, those of Martin Luther King Jr. and Malcolm X); depending on students' areas of interest, we will explore assassinations in other countries and time periods as well. Students not specializing in US history are very welcome in this class! Our goal will be to acquire a comparative, transnational view of assassinations as historical events. Themes to be explored include: the impact of assassinations on political institutions; the kind of collective rituals and commemorations they inspire; the theories about violence, criminality, and mental illness employed to explain the assassin's act; and the long-term integration of assassinations into historical memory. As part of that last theme, we will look at the way novels, films, and musicals have portrayed assassinations. Readings will include selections from Michael W. Kauffman, *American Brutus: John Wilkes Booth and the Lincoln Conspiracies*; Eric Rauchway, *Murdering McKinley: The Making of Theodore Roosevelt's America*; and a reading yet to be determined about John F. Kennedy's assassination. This will be a very reading and research-intensive course; students will write a major research paper (10-15 pages) on a topic of their choice.