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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Description</th>
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<tr>
<td>NEHC 30539</td>
<td>Renaissance East and West</td>
<td>Fleischer Cornell</td>
<td>An examination of the Renaissance, c. 1400-1600, as a global rather than purely Western European phenomenon, with emphasis on comparison and interaction between Christendom and Islamdom.</td>
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<tr>
<td>NEHC 30852</td>
<td>The Ottoman World in the Age of Suleyman the Magnificent</td>
<td>Fleischer Cornell</td>
<td>The course focuses on the formation of the Ottoman polity as an imperial entity following the conquest of Constantinople in 1453 up to the end of the sixteenth century. Taking as its thematic center point the ideological, social, cultural, and administrative changes introduced by Sultan Suleyman (1520–1566), the seminar also provides a survey of the institutions of this most extensive of early modern Muslim empires. Themes of particular significance are the changing relationship of religion and state, the development of imperial rule, the law, rivalry with contemporary Christian and Muslim powers, and the transition from universal to regional empire. Reading knowledge of at least one European language recommended.</td>
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<tr>
<td>CHSS 32000</td>
<td>Colloquium: Introduction to Science Studies</td>
<td>Johns Adrian D S Knorr Cetina Karin</td>
<td>This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, &quot;science studies.&quot; The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial, and the examined links between science and policy.</td>
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<tr>
<td>HIST 32407</td>
<td>Medieval England</td>
<td>Brown Rachel Fulton</td>
<td>How merry was &quot;Olde England&quot;? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly &quot;English&quot; society, and the place of devotion, art, and architecture in medieval English culture. Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.</td>
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<tr>
<td>HIST 33812</td>
<td>Russia and the West, 18th–21st Centuries</td>
<td>Gilburd Eleonora</td>
<td>There are few problems as enduring and central to Russian history as the question of the West—Russia’s most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia’s most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.</td>
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<tr>
<td>HIST 34308</td>
<td>Republican China</td>
<td>Ransmeier Johanna</td>
<td>Increasingly historians of modern China have begun to turn to the complex decades between the fall of China’s last dynasty and the establishment of the People’s Republic of China, not merely to better understand the emergence of Communism or the fate of imperial traditions, but as a significant period in its own right. In addition to examining the major social and political changes of this period, this seminar course will explore the emergence of new cultural, artistic, and literary genres in a time notorious for its turbulence. Readings explore both new and classic interpretations of the period, as well as recent scholarship, which benefits from expanding access to Chinese archives. Students should expect regular short writing assignments. The class will culminate with each student choosing either a historiographical final paper or a close reading of a primary source in light of the issues explored in the course.</td>
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<tr>
<td>HIST 34513</td>
<td>Documentary Chinese</td>
<td>Alitto Guy S</td>
<td>This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions (&quot;confessions&quot;), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook The Rebellion of Chuang Jen-chih (Harvard-Yanjing Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841–42 rebellion in Hubei province. Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.</td>
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LACS 34600  Introduction to Latin American Civilization 1
Autumn 2019  Kouri Emilio
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The first quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest and the construction of colonial societies in Latin America.

HIST 35416  History of Technology in America
Autumn 2019  Rossi Michael Paul
This course gives students an introduction to the history of technology, with a particular focus on the ways in which arts and manufactures, mechanisms and devices have shaped American culture and experience. Through a selection of readings in the recent historiography of technology in America we will address the various ways in which different groups of Americans and different American institutions have wrestled with questions of landscape and labor, community and identity, and ideology and politics through and with products of technological innovation, among other topics.

Assignments: Students will be expected to contribute weekly response papers, and to write a final paper (2,000–3,000 words) on a particular technology of their choosing.

HIST 36304  Literature and Society in Brazil
Autumn 2019  Borges Dain
This course surveys the relations between literature and society in Brazil, with an emphasis on the institution of the novel in the nineteenth and early twentieth centuries. The nineteenth-century Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex, and love. We will read works in translation by Manuel Antonio de Almeida, José de Alencar, Machado de Assis, Aluísio de Azevedo, and others.

Assignments: Quizzes, class presentations, short papers, and a final paper.

HIST 36500  History of Mexico, 1876–Present
Autumn 2019  Kouri Emilio
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO’s new government.

Assignments: Take-home midterm and final essays, class presentations.

HIST 36613  Courts, Trials, and Controversies in Modern India
Autumn 2019  McClure Alastair
The courtroom is a physical location where judges and juries sit to hear cases and deliver justice. It is also a site of intrigue, drama, and controversy and, as we will consider in this course, a tremendously rich and important source of history. The focus of this course will be the modern legal and political history of colonial and postcolonial India in the nineteenth and twentieth centuries. The course will move through a series of courtroom trials that range from everyday cases that received almost no attention in their time to high-profile cases involving political leaders such as Mahatma Gandhi. Placing these trials in their wider political, social, and cultural context, the course will encourage students to consider the place of law in history, and history in law. By the end of the course, students will be able to critically interrogate what the purpose of different forms of trials are, what politics undergirds law, and what light the drama of the courtroom can shed upon larger questions of historical interest. Themes will include colonial violence, nationalism, postcolonial state formation, personal law, gender and justice, and history from below.

CHDV 37861  Darwinism and Literature
Autumn 2019  Maestriepieri Dario  Richards Robert J
In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late nineteenth and early twentieth century provided fictional portrayals of human nature that were grounded in Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other Romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universal aspects of human nature. In this course we read the work of several novelists (George Eliot, H. G. Wells, Joseph Conrad, Jack London, Yeveyny Zamytin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti), and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Assignments: Short papers, a presentation, and a major paper.

HIST 38950  Introduction to Digital History I
Autumn 2019  Hillis Faith
What is digital history and how do we do it? This lab-based experimental class will devote two sessions each week to questions of theory and methodology, considering what digital approaches can offer to the field of history; we will also examine and critique recent work by historians engaging with digital methods. In the third meeting of the week, a mandatory Friday lab session, students will learn the basics of digital mapping, network analysis, text mining, and visualization. (No prior technical knowledge is needed or expected.) By the end of the quarter, students will be asked to reflect on the advantages and limits of digital approaches in the historical field and to develop a proposal for a digital project of their own. Students who wish to see this work to fruition are invited to enroll in “Introduction to Digital History II,” which will offer students more advanced technical training and will coach them toward completion of their projects.

TURK 40589  Colloquium: Advanced Ottoman Historical Texts
Autumn 2019  Fleischer Cornell
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

A two-quarter research seminar; the first quarter may be taken separately as a colloquium (register for HIST 53003). The longstanding idea of the progressive secularization of modern society—an idea germinated during the Enlightenment and made more explicit by such nineteenth-century social theorists as Comte, Weber, and Durkheim—no longer commands much assent today, though Western Europe seems a better instantiation of it than anywhere else. Starting with an examination of the so-called secularization thesis, this seminar will examine such topics as divergent interpretations of the Enlightenment view of religion; the religious impact of the French Revolution; the shifting patterns of religious practice that evolved during the nineteenth century; the role of religiously based, mass political movements in the crisis of the liberal state in the late nineteenth century; the nineteenth-century transformation of religion into an object of scientific study (philology, sociology of religion); Marian apparitions and miraculous cures in the nineteenth century (Lourdes, Marpingen); Jewish emancipation; the European encounter with Islam; and the opposition to organized religion and the churches offered by the Left and the Right, as part of the larger debate about the extent to which (private) corporate norms and values should be able to influence civic life in the modern liberal or modern authoritarian state.

This colloquium surveys key approaches to and topics in European cultural history. We will read “old” and “new” cultural histories; reflect upon cultural history’s distinction from, and relationship to, other genres of historical writing; and consider a range of sources historians have used to write about culture. Our topics include power and ritual, everyday life, subjectivity, memory, popular culture and the media, generations and subcultures, cross-cultural interactions, cultural revolutions and culture in revolutionary times.

The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from approximately 1500 to 1750. Classroom presentations and a short paper are required.

This course explores the history of immigration in what is now the United States, starting with the colonial origins of Spanish, French, Dutch, and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the nineteenth and twentieth century. Additionally, we will study the adaptation of these immigrants, exploring the validity of the concept of assimilation, comparing and contrasting the experiences of the “old” and “new” immigrants based on their race, religion, and class standing.

This colloquium will examine the plantation complex as it developed in the Caribbean basin over the long eighteenth century (circa 1650–1825), with an emphasis on the French and British islands. We will pay particular attention to the long-debated role of plantation slavery and the production of tropical commodities in laying the basis for modern forms of capitalist accumulation. We will also consider demographic developments, the ecological impact of the plantation system, creole culture, metropole-colony relations, the role of Enlightenment thought, and gender.

This colloquium explores various sorts of radicalisms (religious, political, sexual, environmental) from the eighteenth century to the present. During the autumn quarter, students will write reaction papers and narrow the focus for the main work of the seminar, which is a work of original research that is due at the end of winter quarter.
This two-quarter graduate seminar will focus on the history of mobility and migration in a global context. Topics and themes will include the slave trade; migration and material culture; gender, sexuality, and the family; technology and cultural transfer; labor migration; border control and migration restriction; war and forced displacement; refugee regimes and humanitarianism. In the first quarter, we will also discuss research methods, and PhD students will focus on producing a proposal for the seminar paper that they will write in the second quarter. The first quarter may be taken alone as a colloquium, in which case two historiographic essays will be required.

This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. This course covers the period from ca. 1000 to 1750, including the arrival of the steppe peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes’s extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and limits of dissent. Please note that this course is rated Mature for adult themes and language.

This course examines aspects of death and disease in the Greco-Roman world through a wide range of evidence and historical approaches. We will focus on the major problems of individual and public health in these cultures, how they understood health philosophically, scientifically, and culturally and what measures they took to ensure it (or not). Topics will range from bacterial infections to environmental pollutants to personal hygiene. We will also examine how many aspects of ancient medicine were practiced and theorized. Later in the quarter we will consider various aspects of death: logistical and practical, cultural and religious.

In the second quarter we focus on research topics for students writing research papers.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The second quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
HIST 37200  African American History to 1883
Winter 2020  Holt Thomas
A lecture course discussing selected topics in the African American experience (economic, political, social) from African origins through the Supreme Court decision invalidating Reconstruction era protections of African American civil rights. Course evaluations via online quizzes and take-home essays.

HIST 37705  Introduction to Black Chicago, 1893–2010
Winter 2020  Green Adam
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

HIST 37803  Baseball and American Culture, 1840–Present
Winter 2020  Briones Matthew
This course examines the rise and fall of baseball as America’s national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women’s leagues, the Latinization and globalization of the game, and more.

HIST 39421  Politics of Commemoration
Winter 2020  Auslander Leora
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy?

Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

HIST 39422  Ancient Stones in Modern Hands
Winter 2020  Estrin Seth  Goff Alice
Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enveloping them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiquities as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; while secondary source scholarship will draw from the fields of gender studies, the history of race, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings.

Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.

HIST 39531  Introduction to Digital History II
Winter 2020  Hillis Faith
This course focuses on advanced research design and methods in digital history for students who have completed "Introduction to Digital History I." The course will culminate in a public exhibition of student projects.

HIST 48000  Colloquium: The Age of Keynes
Winter 2020  Levy Jonathan  Issac Joel
This class uses the writings of John Maynard Keynes as a window into twentieth-century economic thinking and governance. Topics include Keynes’s monetary economics in the aftermath of WWI; the General Theory in the context of the Great Depression; the construction of the post-WWII international economic order; the consolidation of Keynesian macroeconomics and the fate of social democracy.

HIST 58602  Colloquium: Iran and Central Asia 2—Safvid Iran
Winter 2020  Woods John E
The second quarter will be devoted to the preparation of a major research paper.

HIST 67300  Colloquium: Governance through Debt
Winter 2020  Jenkins Destin
This course explores how government debt, whether that repudiated during Reconstruction, used to finance municipal infrastructure, or issued by the World Bank to stimulate development across the globe, shaped matters of governance, sovereignty, and inequality. Readings consist of some theory, a handful of primary sources, and mostly secondary readings that cut across chronological, geographical, and political boundaries.

HIST 69300  Colloquium: Native Americans and Imperial State Formation
Winter 2020  Krueger Matthew
This colloquium examines the relationship between European empires and indigenous peoples of the Americas in the early modern Atlantic world. It aims to connect two major trends in historiographies that do not often intersect: on the one hand, the composite structure of empire and the realities of colonial rule that rely on negotiation between imperial authorities and colonists on the periphery; on the other hand, the resilience and power of Native polities in the face of intrusive settlement, commercial penetration, and the pretensions of European sovereignty. This course spans North and South America, as well as the Caribbean, from the early sixteenth to the late-nineteenth centuries. It encompasses Iberian, French, British, United States, and Mexican imperial zones, though the dominant focus is British America and the United States. The goal is to explore the ways that Euro-American and Native political systems engage in ongoing processes of mutual influence, with an emphasis on the ways that indigenous power shapes the rise and fall of early modern empires and the consolidation of modern nation-states.
HIST 74606  Sem: Religion, Society, and Politics in Mod Euro, 1740–Present  
Winter 2020  Boyer John W  Goldstein Jan  
Students write the seminar paper in the winter quarter.

HIST 77002  Seminar: Modern East Asian History 2  
Winter 2020  Cumings Bruce  
In the winter quarter students will present their seminar papers for discussion with the class.

HIST 79102  Seminar: Topics in Latin American History 2  
Winter 2020  Borges Dain  
The second quarter is mainly for graduate students writing a History seminar paper.

HIST 83001  Seminar: Radical America 2  
Winter 2020  Dailey Jane  
Graduate students writing a history seminar paper in winter quarter.

HIST 85701  Sem: Mobilities and Migration in Global History 2  
Winter 2020  Zahra Tara  
Students will write seminar papers, meeting to discuss proposals and drafts.

HIST 30404  Troy and Its Legacy  
Spring 2020  Andrews Margaret  
This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the “Troy War” at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will get an introduction to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the “Troy War” were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.

HIST 32611  Paris from the Les Misérables to the Liberation, c. 1830–1950  
Spring 2020  Jones Colin  
Starting with the grim and dysfunctional city described in Victor Hugo’s Les Misérables, the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830–1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city—literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city’s own view of itself through the prism of successive world fairs (expositions universelles).

HIST 33006  Looting in Modern European History  
Spring 2020  Goff Alice  
At the end of the eighteenth century Europeans recognized the seizure of enemy property to be a time-honored practice of warfare and subjugation. At the same time, however, new ideas about human rights, cultural heritage, and international law began to reshape the place of looting in the exercise of power. This course will take up the history of looting in European cultural and political life from the late eighteenth through the twentieth centuries as a tool of nationalism, imperialism, totalitarianism, and scholarship. How was looting defined, who defined it, and what kinds of ethical and legal codes governed its use? How was the seizure of personal property, cultural artifacts, and sacred objects legitimated by its practitioners and experienced by its victims? In what ways did looting change the meaning of objects and why? How do we understand looting in relationship to other forms of violence and destruction in the modern period? While the focus of the course will be on Europe, we will necessarily concern with a global frame as we follow cases of looting in colonial contexts, through migration, exploration, and during war. Course materials will including primary texts, images, objects, and historical accounts. Students will be required to write a final historiographical essay.

HIST 34213  Contact Zones: Japan’s Treaty Ports, 1854–1899  
Spring 2020  Burns Susan  
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.

LACS 34800  Introduction to Latin American Civilization 3  
Spring 2020  Fischer Brodwyn  
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.

HIST 35415  History of Information  
Spring 2020  Johns Adrian D S  
"Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.

Assignments: Weekly brief submissions of questions for discussion; research-based term paper
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<tr>
<td>HIST 35613</td>
<td>Saints and Sinners in Late Antiquity</td>
<td>Payne Richard</td>
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<td>Between the third and seventh centuries, Christian communities came to flourish throughout the Middle East and neighboring regions in the Roman and Islamic empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine the development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Middle East, with a focus on the Fertile Crescent. The makers of Middle Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping society through prayer, asceticism, and writing; some also intervened directly in social, political, and economic relations. The work of these saints depended on the cooperation of aristocrats, merchants, and rulers who established enduring worldly institutions. To explore the dialectical relationship between saints and sinners, we will read lives of saints in various Middle Eastern languages in translation.</td>
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<td>CLAS 35808</td>
<td>Roman Law</td>
<td>Ando Clifford</td>
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<td>The course investigates the development of Roman law over time and studies its implication in the politics and demography of the society it sought to regulate. We will pay particular attention to the relationship of Roman law to problems of empire.</td>
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<td>HIST 36416</td>
<td>History of Iberian and Ibero-American Ideas</td>
<td>Tenorio Mauricio</td>
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<td>The course explores the intellectual history, the big ideas, that have concerned the Spanish- and Portuguese-speaking worlds from the early nineteenth century to the mid-twentieth century. Each week we study an idea (such as nación, pueblo, saudade, mestizaje, chingada) as an axis of analysis of variegated tendencies.</td>
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<td>HIST 36511</td>
<td>Cities from Scratch: The History of Urban Latin America</td>
<td>Fischer Brodzyn</td>
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<td>Latin America is one of the world’s most urbanized regions, and its urban heritage long predated European conquest. And yet the region’s cities are among the most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America’s historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, representation, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.</td>
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<td>HIST 37300</td>
<td>African American History since 1883</td>
<td>Holt, Thomas</td>
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<td>Lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights to urban and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays.</td>
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<td>HIST 37709</td>
<td>Soul and the Black Seventies</td>
<td>Green Adam</td>
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<td>This course considers in what ways soul as cultural genre and style shaped, and was shaped by the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression—literary, intellectual, institutional, activist—in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.</td>
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<td>HIST 37700</td>
<td>Asian Wars of the Twentieth Century</td>
<td>Cumings Bruce</td>
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<td>This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.</td>
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<td>HIST 38607</td>
<td>War, Diplomacy, and Empire in US History</td>
<td>Sparrow James</td>
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<td>World politics have profoundly shaped the United States from its colonial origins to the war on terror. Yet only recently have US historians made a sustained effort to relate the foreign relations of the country to its domestic history. For a century and a half prior to independence, empire, trade, great-power politics, and violent conflict with Native Americans formed the large structures of power and meaning within which colonists pursued their everyday lives. In violently repudiating the claims of the British Empire, the revolutionaries commenced a political tradition that sought to avoid the perils of great-power statecraft for roughly the next century and a half. Yet even as it lent a distinctive cast to US politics and society, this pursuit of exceptionalism had to reckon with the requirements of state power and geopolitics from the Civil War onward. With its sudden embrace of great-power politics and the “rise to globalism” from WWII onward the United States became increasingly like the European societies it had repudiated at the founding, even as its exceptional military and economic power set it apart as a “unipolar power” by the turn of the millennium. To understand these developments in depth students will write two modest-length “deep-dive” analytical essays and three brief reports on targeted expeditions into primary materials, while reading broadly across the historiography of the new diplomatic and international history.</td>
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<td>HIST 42302</td>
<td>Colloquium: Medieval Studies</td>
<td>Lyon Jonathan</td>
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<td>Since its beginnings as an academic field, medieval studies has been resolutely interdisciplinary. Scholars who conduct research on the Middle Ages routinely combine methods and theories drawn from a variety of disciplines, including history, art history, languages and literatures, music, and theology—to name only a few. This course will introduce graduate students to both classic historiography and important recent work in medieval studies. We will read scholarship that employs foundational methods in the field, including paleography and manuscript studies, as well as work inspired by more recent theoretical approaches.</td>
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<td>CDIN 45085</td>
<td>Journeys Real and Virtual: Travel in the Premodern Mediterranean</td>
<td>Atkinson Niall, Krause Karen</td>
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<td>This course focuses on the art of travel in the medieval and early modern Mediterranean. From the late Middle Ages through the sixteenth-century European pilgrimage to the Holy Land constituted some of the most advanced experiments in representing travel, describing foreign cities, and mapping territories. Travel accounts represent the core material around which this course is structured along with images and maps in other contexts that such experiments influenced. Course material will span the fields of religious, art, literary, and urban history, encompassing historical geography, cartography, and cultural history. Students will engage directly with the verbal and visual modes that characterize the documentary legacy of mental and physical travel in order to come to terms with the different regimes of knowledge they construct as well as the cognitive demands they place on their audience. Through a comparison of techniques, students will explore the ways in which texts, images, and maps sought to understand human interaction, visualize geographical context, locate history, and make sense of the world beyond their drama of their local experience.</td>
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Note: For courses with non-HIST numbers, check the Class Schedules for the HIST cross lists. As of 2/20/2019
Chicago has long been one of America’s most studied cities and has often been regarded as one of its most “representative” ones. This graduate colloquium aims to increase familiarity with Chicago’s own history, to use Chicago as a case study in which to explore American urban development from the mid-nineteenth century to the present, as well as the historiography, methods, and sources that shape the field of US urban history. Readings and discussion each week will focus on a selected theme and moment in Chicago’s development; written assignments will include three brief critical essays and a final paper in the form of a “mock proposal” for a well-conceptualized research project on a significant issue in Chicago’s history.

HIST 49700 Colloquium: The Informal—Economics, Politics, and Social Ties in the City
Spring 2020
Jenkins Destin
This course engages the paradox of the informal, the range of political practices, social ties, and economic modalities seemingly in but not of “formal” institutions, norms, and sectors. It begins with engaging the foundational debates on the informal, debates that challenge the neat separation between the formal and informal and which sharpen the conceptual differences between the informal, the illicit, and the underground. Readings consist of some theory, a handful of primary sources, and mostly secondary readings on cities that cut across different political economic contexts and chronological and geographical boundaries. Themes include urban space, race, gender, borders, policing and regulation. Along the way we will consider the problem of the archive (its silences and elisions) as well as the normative judgments that frame historical interpretations of the informal.

HIST 49502 Colloquium: Colonialism, Globalization, and Postcolonialism
Spring 2020
Auslen Ralph
This course deals with European overseas expansion from the fifteenth through nineteenth centuries, the emergence from this process of new colonial territories inhabited by non-Europeans, and the fate of these territories as “postcolonies” in the late twentieth and early twenty-first century global order. The analytic goal is to integrate politics (the formation of colonial regimes and successor nation-states); economics (the dialectics of global capitalism, European overseas expansion, and varieties of development and underdevelopment), and culture (the construction of European and Third World identities via colonialism). The lectures and assigned readings will privilege “northern” Europe (as opposed to Iberia) but will include France. We will focus upon tropical Africa, the British and French Caribbean, and South Asia, but students are welcome to challenge or extend this definition of the topic. I will normally lecture on Wednesdays, and we will normally discuss the readings on Fridays.

Assignments: Two short (3–5 pp) critical papers on specialized readings and one longer final essay (10–12 pp) discussing an approved, self-selected topic. The analysis of these readings must take into account the relevant general material in the course. Students may select a take-home final exam based on the required readings as an alternative to the longer paper.