103g  The Emergence of Modern Europe  Harkness  M/W  12:00-1:50 pm

**Course Description:**
This course is designed to introduce students to western European history between 1450 and 1800. This period, which historians refer to as the “early modern” period, was a time of great change when social, political, religious, economic, and cultural systems inherited from the Middle Ages began to buckle and collapse under new stresses and challenges. Many noteworthy episodes of European history—the Italian Renaissance, the voyages of Columbus, the Reformation, the Scientific Revolution, the Enlightenment, and the French Revolution—took place during this period. We will be focusing on these episodes to see what they can tell us about how early modern Europeans grappled with the many changes they faced. In our readings and discussions we will be focusing on issues such as human rights, the rights of women, the rights of the poor, the rights of religious and ethnic minorities, and perceptions of the “other.”

Grades will be based on two 6-8 page papers, a midterm, a final, and participation in mandatory discussion sections.

104g  Europe and Its Influence since 1750: From the Rise of Democracy to the Age of Extremes  Accampo  T/Th  11:00-12:20pm

**Course Description:**
This course falls within the General Education category Cultures and Civilizations I, which is designed to “introduce students to the norms and patterns of civilizations associated with the Greco-Roman and European traditions and the legacy of those traditions in North America.” Here we will explore themes in European culture and society since the intellectual revolution of the eighteenth century known as the Enlightenment. The course will focus on six clusters of events, each of which forged new conceptions about human rights and the relationship between the individual and the broader society and state. These events include the 1) the French Revolution and the birth of modern democracy; 2) the emergence of industrial capitalism, new social classes, and new ideologies of liberalism and socialism; 3) the consolidation of nation-states, the rise of nationalism and the new imperialism; 4) World War One; 5) the emergence of totalitarian ideologies and states (fascism, Nazism, Soviet Communism), World War Two and the holocaust; and 6) decolonization in the postwar era. The primary goal of this course is to attain an understanding of the historical roots of the politics and cultures that dominate western societies, and that have served as a model—rightly or wrongly—for young democracies, or those countries trying to establish democracy—in our contemporary world.

Privileging the power of rational thought and the belief in unlimited human potential, the eighteenth-century Enlightenment offered the promise of universal liberty and equality, and the optimistic belief in human progress. But as reformers and revolutionaries attempted to put these lofty ideas into practice, they in turn created new hierarchies and new criteria for excluding people from citizenship and for denying them civil and political rights. Through the nineteenth century and the first half of the twentieth, if the concept “human” applied to everyone, it did not apply to everyone equally, and “rights” varied according to age, class, gender, religious, and racial status. By the early twentieth century, faith in “progress” resulted in the extremes of global warfare, totalitarian ideologies, and genocide. The unifying theme—and challenge—of this course is to understand how people in western culture conceived of and experienced human rights in various historical contexts, and how they justified denying rights to certain categories of people while privileging others. In this context we will examine power relationships between states and individuals, race and ethnic groups, social classes, men and women, and colonizers and colonized.

Reading List:
Voltaire, *Candide*
John Bowditch and Clement Ramsland, *Voices of the Industrial Revolution*
Jules Verne, *Around the World in 80 Days*
Joseph Conrad, *The Heart of Darkness*
Primo Levi, *Survival in Auschwitz: The Nazi Assault on Humanity*
Aimé Césaire, *Discourse on Colonialism*

A course reader or electronic reserves will include excerpts from works such as the following:

Jean-Jacques Rousseau, *The Social Contract*
Abbé Sieyès, “What is the Third Estate?”
“The Declaration of the Rights of Man”
“The Declaration of the Rights of Woman”
“Women’s Deputation Barred from the Paris Commune”
John Stuart Mill, *On the Subjection of Women*
F.T. Marinetti, “The Futurist Manifestos”
Adolph Hitler, *Mein Kampf*
Benito Mussolini, *The Doctrine of Fascism*

106g Chinese Lives: An Introduction to Chinese History

**Course Description:**
An introduction to Chinese history, from the first inscriptions on tortoise shells to the printing of microchips, from Yao to Yao Ming. We focus our energies on the interpretation of primary sources and getting a sense of the broad sweep of Chinese history through biographical encounters with unique historical personalities.

200gm The American Experience

**Course Description:**
The aim of this course is to present main themes and topics in US history so as to promote critical reading of, and lively debate about, the nation’s past. How do shapers of public opinion (including political leaders, educators, and mass media enterprises) remember and portray the history of the United States? What influences such memories and portrayals? What impact do they have on today’s society and politics? And how can we, as consumers of public opinion, make informed choices about how to understand the nation’s past? This course is concerned primarily with the production of knowledge about the past. The stereotypical high school history class asks students to memorize facts and string them together to produce the “correct” (or what can be called official) history of the United States. History 200g, on the other hand, assumes that there is more than one way of remembering the past. Given that we all have internalized official views of US history, one of the main purposes of this course is to foster the “unlearning” of the American story. The ultimate goal is to train smart consumers of US history who resist the seductive enticements, compulsive requirements, and unspoken assumptions of official history in the quest to reach more objective, and therefore truer, understandings of the nation’s past--and its relevance to the present. Our contemporary society deserves no less than open, deeply informed historical perspectives about arguably the most important nation of the day.

HIST 200gm The American Experience

**Course Description:**
A survey of American history from pre-contact to the present, HIST 200gm fulfills the General Education requirement in the Cultures and Civilizations I category which is designed to “stress concepts, values and events in Western history that have shaped contemporary American and European civilization.” Students learn to situate contemporary society in a broad historical context and to think critically about the past and its relationship to the
present, while becoming acquainted with the most significant analytic methods by which we attempt to understand the meaning of history.” As we work to satisfy the intellectual and methodological requirements of this GE category, we hope you will gain a useful perspective on the nation's past—a central feature of any solid liberal arts education, and, with the family history project, a historical perspective on your personal past. The class also satisfies the university diversity requirement. Three essay examinations, participation in a weekly discussion section, and a family history project are required. Tentative readings: H.W. Brands, et al., American Stories (2009—a brief edition text—with an on-line collection of primary source materials in MyHistoryLab), Anders Stephanson, Manifest Destiny (1995), and James Davidson & Mark Lytle, After the Fact: The Art of Historical Detection (6th edt., 2010).

225g  Film, Power, and American History  Ross  M/W  10:00-11:50am

Course Description:
Few contemporary institutions have a greater effect on molding popular understandings of the world than film and television. Yet, most citizens lack the critical tools to contextualize, analyze, and critique the images and ideologies conveyed on the screen. This course joins elements of film studies with various schools of historical thought to provide students with the critical skills needed to analyze the images and ideologies they see on the screen and understand how those images effect our views of the past and present. This course is part of the Social Issues category of GE. We examine many of the fundamental social, political, and economic problems that have shaped the 20th century: industrialization, urbanization, war, poverty, crime, politics, success, race, class, and gender conflict. We will analyze these issues from three different perspectives: (a) films made during the period that address those issues; (b) primary documents that shed light on those issues; (c) historical overviews of those issues.

Our films and documents cover the period from 1900 to 2004. The films we watch (which include fiction films, documentaries, and newsreels) were made during that decade and deal with one or more of the major problems of the time. But movies offer only one perspective on the world. Each week will also read works that offer additional perspectives: readings that discuss the general historical events of the era; readings that discuss what is happening in the motion picture industry; and readings that offer primary documents of the period. In short, we will triangulate our way through American history. It is the student's job to figure out which of these perspectives seems most convincing, why it seems so, and the implications of one form of knowledge being more powerful than another.

Class Format: Monday meetings will provide students with a broad overview of the era. They feature a lecture and clips from various newsfilms and documentaries about the era. Wednesdays will generally be spent viewing and discussing films (two caveats on films: films listed in syllabus are subject to change depending on availability; my goal is to show repetition of certain kinds of images—consequently we will often see only parts of listed films). Students will learn how to "read" the political ideology embedded in films. ALL Students must enroll in a weekly discussion section. Discussion sections will be run as seminars in which students will analyze the week's readings and discuss the similarities and dissimilarities in what historians, primary sources, and filmmakers say about a particular era. We will also try to reach some final synthesis concerning the popular images and realities of the age. What can movies tell us that history books cannot? What can history books can tell us that movies cannot?

Requirements: The course includes a midterm (20% of final grade), final exam (30%), and term paper (20%); class participation will constitute an additional 30% of the final grade.

Required Readings:
Robert Marcus & David Burner, America Firsthand, VOL II (*course packet at bookstore)
Steven J. Ross, Movies and American Society
Steven J. Ross, Working-Class Hollywood: Silent Film and the Shaping of Class in America
Robert McElvaine, The Depression and New Deal
Elaine May, Homeward Bound: American Families in the Cold War Era (revised edtn.)
Maurice Isserman and Michael Kazin, America Divided: The Civil War of the 1960s (3rd edtn)
EJ Dionne Jr. Why Americans Hate Politics

266g  Business and East Asian Culture,  Sheehan  M/W  12:00-1:50pm
**Course Description:**
This course will challenge students to link the history of the corporation and other forms of business organization in East Asia (China, Japan, Korea, Taiwan and Hong Kong) to broad narratives of cultural, social, economic, and political change. Students will use case studies of various business enterprises as their primary source of inspiration and then link these cases back to their cultural, social, economic and political context in discussion and writing.

We will focus on three themes:

1) Is there an “East Asian Model” for successful (profitable and / or competitive) business behaviors? Is there a Chinese, Japanese, or Korean model? 
2) Is there an East Asian model for a successful (growth-promoting) business environment? 
3) How can the study of business show the ways in which markets are related to culture, politics, and society?

Each week students will read a textbook selection about the political, social and cultural background of a given country in a given time period. In addition, course lectures will address a number of relevant theoretical and economic issues. Then the students will read a case study of business at that place and time. Many of these cases are drawn from the Harvard Business School Case Book. These cases will provide the basis for discussions and papers.

275g  The Worlds of the Silk Road    Rorlich  M/W  10:00-11:50am

**Course Description:**
This course is designed for General Education credit in the category Cultures and Civilizations II. It focuses on the exploration of economic exchanges and cultural interaction between Europe and Asia for some two millennia. We will embark together on a journey of discovery along the Silk Road, from China to Venice. What we will be exploring, however, is not one road, but a network of roads across Eurasia linking East and West, North, and South. This will be, in fact, a world history journey focusing on the history of human interaction across space and time, across ecological and civilizational boundaries.

Since the Silk Road crossed the lands of the nomads as much as it linked the cities of the East with those of the West, this course will investigate the characteristics of the nomadic cultures of Eurasia and will address the issue of their interaction with urban cultures as diverse as those of China, Central Asia, the Middle East, the Black Sea and the Mediterranean basin. Even as trade is a crucial paradigm in this course, our investigation of the exchange of goods will be placed in a broad context of interaction whereby the links between economic exchange and socio-political transformations and religious, artistic developments will be thoroughly explored. We will accompany the Europeans who traveled the Silk Road and discover “the otherness” of non-European lands through their eyes, just as we will discover Europe’s “otherness” through the eyes of the Eurasians. The journey along the Silk Road will bring before our eyes a “global world” that existed long before the advent of the global economy of our own times, and will provide us with the opportunity to discuss the impact of “globalization” on the identity of the individual.

**REQUIRED TEXTS:**
1. A.A.Rorlich, *Reader.*
300  Approaches to History    Glenn    M/W    12:00-1:50pm

Course Description:
This new version of History 300 will explore the ways that new technologies have permitted scholars to develop new evidentiary bases for the study of the past. In other words, with tools such as DNA testing, ice core drilling, developments in neuroscience, and carbon isotope testing, scholars have been able to develop data that historians can use to pose new questions about the past and to explore possibilities previously unimaginable. We shall read recent work of historians to consider how they use these new approaches and consider the methodological problems they present. We shall also devote a number of our class meetings to exercises focused on how to use more traditional textual and visual materials in our exploration of the past.

300  Approaches to History    Rouighi    T/Th    12:30-1:50pm

Course Description:
History repeats itself and those who refuse to learn the lessons of history are doomed to repeat them. However, what we learn from history is that we don’t learn from history which is rather odd since history is written by the winners and that, victory, like other good things, comes to those who wait. Since it is losers who live in the past, this course will focus on students who, after all, are our future. Because of this, the main focus of this course will be on the students themselves. It will pay special attention to the many ways they have made contributions to history by working to bring about a brighter future for all. Although the assigned readings introduce old questions about the evidence, meaning, power, and process, the goal will be to develop new questions that are relevant today by using the latest technology. These new questions will be formulated through a free exchange of ideas between students and will allow everyone to see that history can be written from varying perspectives and that, in the market of ideas, it is important to have realistic expectations.

306  The Early Middle Ages    Glenn    M/W    10:00-11:50am

Course Description:
In 410, an army led by a Goth named Alaric sacked Rome. Three generations later in 476, a Gothic leader deposed the Emperor who ruled the western lands of an empire that had spanned for centuries the Mediterranean from Iberia in the west to the Bosporus in the east and from the African littoral in the south, north to Britain. On Christmas day of the year 800, again in Rome, a Frankish king was crowned emperor. He was the first man to hold the imperial title since the fifth century, and there had been significant changes in the social, political, religious, and intellectual landscape of the lands over which he ruled since an emperor had last ruled. And by the tenth century,...the time a bishop in the service of a Saxon king, who had himself become emperor in the tenth century, traveled east to Constantinople and encountered there a man who ruled over a predominantly Greek-speaking people — this man claimed to be emperor of the Romans —.

In this course, we shall explore the lands which have come to be known as “Europe” from the time when they were an essential part of the Roman empire to that time when they appear, at least in the eyes of the Roman emperor in Constantinople, to stand altogether outside it. We shall use a wide range of primary sources — principally but not exclusively narrative histories and biographies — to glimpse the social, political, religious, and intellectual norms and institutions of the peoples who inhabited these lands. And we shall consider what, if anything, these peoples share and what distinguishes them and the lands in which they lived from other peoples and lands within the same period. In other words, among the questions we shall consider over the course of the term is how, if at all, we can consider those peoples we study in the early medieval period to belong to a single culture: does it make any sense to speak of an early medieval Europe? a Europe in the early Middle Ages?

From our sources, students are encouraged — indeed, really required — to develop their own answers to these questions and to generate others. Brief lectures will, at times, supplement our readings, but much — indeed, most — of class time will be devoted to group discussion of the sources as we analyze what they can (and cannot) tell us about their authors, about the cultures in which they lived, and about the pasts (real or imagined) out of which their cultures grew.
In addition to the required readings — generally between 125 and 200 pages per week — students will submit six short exercises (of approximately one page) over the course of the semester. There will also be a take-home final exam (fifteen to twenty pages). Grades will be determined, roughly, according to the following breakdown: preparation for and participation in class discussion (30%), short assignments and paper (20%), and final paper (50%). Students are expected to complete all required reading (before class) and written assignments (on time). No late assignments will be accepted unless previously approved by the instructor, and no student who has not submitted all required written work may pass this class. Moreover, because class discussion is such an essential component of this course, attendance at and engagement in all class meetings is mandatory. Any absences from class will therefore have a negative effect on one’s final grade: students who miss more than one class meeting will see their final grade reduced by one full grade point for each absence after the first. Exceptions to this policy will be made only in the most extreme cases of extended illness or comparable emergencies.

Course Description:
Why study France? In the relatively brief span of two hundred years in French history, one can find examples of almost every kind of political development in western civilization, ranging from absolute monarchies and right-wing oligarchies to radical democratic and socialist republics. Like the United States, the modern era in France began with democratic revolution, lending in some respects a common heritage to the two nations and long-standing affinities between them. But as we have seen with recent events, these two nations also have profound differences rooted in the divergent paths their respective histories have taken. While the U.S. had one revolution, and has had the same constitution for over 200 years, the French road to democracy was far more twisted—and in fact more typical of the modern world. It included four revolutions and a civil war, two Empires and a fascist (or fascist-like) regime. The goal of this course is to understand how repeated revolution and reaction in France shaped several currents within national identity—political, cultural, military, and gendered—and how French national identity in turn shaped the course of its history. Beginning with a brief overview of the 1789 Revolution and Napoleonic regime, we will examine economic, social, cultural, and intellectual developments in the nineteenth and twentieth centuries that resulted in the paradoxical coexistence of revolutionary and reactionary traditions, and such tragedies as the rapid military defeats by Germans in 1870 and in World War II, collaboration with the Nazis, and imperialistic wars whose roots dated back to the nineteenth century. The course will end with an assessment of French colonial and race relations and the Algerian War. Readings will include many primary sources—Rousseau, Robespierre, Toqueville, for example—as well as works by leading historians in the field.

Required readings will include the following books:

Jeremy Popkin, A History of Modern France
Emile Zola, L’Assomoir
Michael Burns, France and the Dreyfus Affair
Vanessa Schwartz, Spectacular Realities
Martha Hanna, Your Death Will Be Mine
Irene Nemirovsky, Suite Française
Fadela Amara, Breaking the Silence
Mehdi Charef, Tea in the Harem

Reading assignments will also include brief extracts from authors such J-J Rousseau, Alexis de Toqueville, Honoré de Balzac.

Course Description:
The Renaissance is often posed as the origin of modern ideas concerning individualism, creativity, originality, and genius. Yet as the “re-birth” of classical Greek and Latin learning, the Renaissance challenged individuals to remake themselves in the image of the past. How did innovation and creativity emerge from the revival of a dead cultural
The re-animation of an ancient canon helped to shape what became another influential canon of the artists, writers, and philosophers we will study, including Leonardo, Raphael, Michelangelo, Titian, Dürer, Petrarch, Pico della Mirandola, Erasmus, Rabelais, and Montaigne. The study of such works not only provides an important foundation for the subsequent history of Western culture, but provokes a question all who seek to live a creative life must answer: how does the work of an individual emerge from the cultural reservoir of the past? We will examine decisions to revive ancient learning from both aesthetic and political vantages, and we will question why some renaissances (including the twelfth century renaissance and the Ottoman claim to inherit the imperial Roman mantle) did not make it into the Western cultural canon.

323  The Holocaust in 20th Century Europe  Gruner  T/Th  11-12:20pm

Course Description:
The Holocaust is one of the most researched and nevertheless still most disputed events in Modern History. This course investigates the origins and the development of anti-Jewish persecution in the Third Reich, which finally ended in the systematic mass murder of Europe's Jews during World War II. Using both primary and secondary source material we will discuss the early efforts to isolate and marginalize German Jewry during the 1930s, changes in persecution strategy after the notorious pogrom of 1938 (“Cristal night”) and the transition to mass murder during the War in the occupied European States. In contrast to common perspectives we will focus not only on the Nazi party or the SS, but on a broad range of German institutions and their personnel involved in the persecution of the Jews. We will discuss how much room to maneuver individuals in German institutions had at that time in order to examine individual responsibility of perpetrators and bystanders. The course will shed light on the living conditions of the Jewish population under oppression, and on the reactions and resistance of Jewish individuals as well as of Jewish institutions. During the course we will see how the Holocaust fit into the broader context of a Nazi “war of destruction” against Roma, Slaves, Soviet POW’s, “asocials,” handicapped people and gays. We will explore the scholarly discussion after 1945 to understand which questions were discussed when and why.

325  Early Modern Britain  Herrup  M/W  12:00-1:50 pm

Course Description:
This course provides an introduction to the history and culture of sixteenth and seventeenth-century Britain (primarily England). We will devote time to the traditional “milestones” of the period (the Reformation, Colonization, the English Civil War), but we will try to understand these events in their social context rather than as the achievements of great individuals or as the reflection of innate national character. Using a combination of contemporary documents and recent scholarship, we will explore the tensions (and the public discussion of these tensions) between male and female, rich and poor, English and non-English, Protestant and Catholic that shaped events and were in turn shaped by them. We won’t ignore constitutions, monarchs and great battles, but we will also pay particular attention to gender relations, family life, and community structure.

Reading will be a mixture of primary and secondary documents. The class will combine informal lectures, discussion and hands-on work with documents. Assignments will include two exams, three brief essays and a 10-15 page research paper. Readings will include material by Thomas More, Elizabeth I, and Samuel Pepys, but also the histories of some less familiar contemporaries such as Agnes Beaumont, one of the early followers of John Bunyan, who may or may not have killed her father with the shame of scandalizing her local village.

332  British Empire from the Mid-19th Century  Hubbard  M/W  2:00-3:50pm

Course Description:
This course will cover the political and economic development of the British Empire since Victoria; and the rise of the British Commonwealth.
Course Description

This course is a survey on postwar Japan from 1945 to the present and its impact of World War II, American occupation, and rapid economic growth on Japan’s politics, society, economy, and culture; Japan as a post-modern nation.

Course Description

A closer look at China’s modern history from 1800 to the present, centuries that have witnessed enormous and often devastating change including peasant rebellions, Western and Japanese imperialism, Socialist revolution, and the wrenching forces of capitalist globalization. We will track these major changes through the lens of changing family structure and gender roles.

Course Description

History 351 covers the period from approximately 1760, when the first signs of resistance to British imperial authority emerged in the Anglo-American colonies, to the election of Thomas Jefferson in 1800. While the course will include discussion of the military aspects of the Revolutionary war, the prime focus is on politics and society. In particular, the lectures and readings will emphasize the ideological context for the movement from resistance to independence, and from independence to the creation of post-war state and national governments. We will examine the crucial documents of the era in depth, especially Thomas Paine’s Common Sense (1776), the Declaration of Independence, the Articles of Confederation, the United States Constitution, and the Bill of Rights.

In addition to this focus on the era of the Revolution, the course will also consider the ways that the Revolution became established in American culture. To do so we will view parts of several films, including the musical “1776”, Al Pacino’s “Revolution,” and the Disney version of “Johnny Tremaine.” Students will become familiar with the ideas of the Revolutionaries and Loyalists, Federalists and Antifederalists, and the ways that each side tried to manipulate public opinion through the use of propaganda. Close analysis of primary source materials and modern scholarly analyses will reveal how the lessons of the Revolution remain crucial to the ways that Americans have understood their society for the past two hundred years.

Course Description

History 352 is designed to provide students with a solid grounding in the nicely alliterative causes, course, campaigns, and consequences of the American Civil War. After brief background on the Antebellum North and South and the drift to disunion, we consider the secession crisis, and then spend eleven weeks on the war, including about five weeks on the various warfronts, and close with an analysis of Reconstruction and race relations down to the end of the century. Course requirements include two essay exams, four critical/analytical papers (ca. 1200 words), and weekly participation in discussion of documents and readings. Tentative readings: James M. McPherson, Battle Cry of Freedom: The Civil War Era (1988); collections of on-line and printed primary materials, the latter including Michael Johnson (ed.), Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches (2001), and Glenn M. Linden & Thomas J. Pressly (eds.), Voices from the House Divided: The United States Civil War as Personal Experience (1995—if still in print), a couple of classic novels—e.g., Stephen Crane’s Red Badge of Courage, and Michael Shaara’s The Killer Angels; and perhaps a collection of essays.
361  20th Century U.S. History  Ethington  T/Th  9:30-10:50am

Course Description:
This is a course about the main forces that have shaped U.S. history during the 20th century, and about the relevance of that century to today’s situation. Once again, the United States is fighting a major war half-way around the globe, in a county and culture that most Americans know very little about. Events since the attacks of 9/11 have provoked frequent comparisons between current events and historical precedents. The limitations on civil liberties imposed by the Patriot Act, for instance, have led some to suggest that we are witnessing a return to McCarthyism. The actions by some school boards against the teaching of evolution has recalled for many the Scopes “Monkey Trial” of 1925. Is “terrorism” a new threat? Perhaps most urgently, the Iraq War has led many to compare our current situation with that of the United States during the Vietnam War. How are we to assess these claims? The major learning objective of this course is for students to develop the skills necessary to make sound judgments about the relevancy of America’s past to its present. The first step toward this goal is to learn “what happened” in the U.S. past, so that any kind of comparison can be made. The next steps involve learning how “the past” is connected to “the present,” in terms of historical development: how institutions, ideologies, and public cultures have evolved since the beginning of the 20th century, and how the contemporary world is linked to those developments.

372  Modern Latin America  Becker  W  2:00-4:50pm

Course Description:
This lecture and discussion course focuses on the most important events and on the people who made Modern Latin America what it is. A deep focus on the complex, frequently courageous longings and actions of “ordinary” Latin American men and women who forged post-colonial worlds, rose up in revolution and counter-revolution, sustained often empassioned, often calm everyday lives, the class itself is deeply participatory. It particular emphasizes nineteenth and twentieth century political movements, the artistry of Diego Rivera Frida Kahlo, Juan Rulfo, Gabriel García Márquez and Latin American cinema.

417  History of Soviet Russia: 1917-1991  Rorlich  W  2:00-4:50 pm

Course Description:
This class will focus on the study of the Soviet state and society from its birth in 1917 until its demise in 1991. The objective of this class is to provide students with a multi-faceted approach that will facilitate a nuanced understanding of the evolution of political, economic, and cultural institutions of the Soviet state while also enabling them to assess the nature of the transformations underwent by Soviet society.

In order to achieve its main objectives, before launching the discussions of Soviet period per se, this class will begin with a brief overview of the main themes of Russian history. This introductory discussion will conclude with a review of the economic, social, political, and cultural factors that contributed to the demise of the Romanov dynasty and ultimately culminated in the establishments of the Soviet regime in 1917. In this fashion, students will acquire a better understanding of the events that made possible the establishment of a totalitarian regime in Soviet Russia and will be better equipped to evaluate them critically.

While the concerns of this class comprise all dimensions of Soviet history: political, economic, social, cultural, diplomatic, some of them will receive more extensive treatment than others. For instance, the emergence of the totalitarian state and its institutions, the “Stalin Revolution”, the Second World War and Soviet Union’s emergence as a superpower, the Cold War, along with the transformation of the post Stalin period, including the “Gorbachev era” will receive particular attention. Hopefully, such an approach will facilitate a better understanding of today’s Russia and its leadership, as well as of the political geography of contemporary Eurasia while also being conducive to a critical evaluation of the demise of the Soviet Union.
Course Description:
This course will cover and focus on the background, causes, course, and aftermath of the First World War, with attention to the events in the United Kingdom and continental Europe. Prerequisite: HIST 104, HIST 413, HIST 414, or departmental approval from the instructor.

Course Description:
Creating a New World? : Cross Cultural Encounters in the Early Modern World
While we know that the “New World” that Columbus found when he sailed the ocean blue was “new” only to those who inhabited his “old” world, what is true is that this encounter, and those after it, changed both worlds and that the encounters, both violent and non-violent, that accumulated over the next two hundred years caused all involved to create and adapt to new worlds. While encountering people whose lives and beliefs differed from their own was nothing new to people living in the medieval world, whom they encountered and how they thought about these encounters changed as the world became increasingly part of a global economy. It was European expansion that set off many of these changes, but it was the way other people across the world responded and made use of this expansion that molded the new world that emerged during the early modern period. This class looks at the early modern world through the lens of encounter and imperial expansion. It examines how cultural assumptions shaped these encounters and how they changed these assumptions. It inspects how the mixing and mingling of these different cultures impacted religion, economics, the environment and the everyday lives of people. This class touches upon the shores of China, Africa, the Americas, the Pacific Islands, Europe and the vast oceans that connected them. It is a class about how people understood each other, how that understanding changed and how these encounters created an early modern world that was truly new.

Required Books:
Marco Polo, The Travels of Marco Polo
Christopher Columbus, The Four Voyages
Jonathan Spence, The Memory Palace of Matteo Ricci
Peter Mancall, Envisioning America
Robert Harms, The Diligent: A Voyage through the Worlds of the Slave Trade
Robert Richie, Captain Kidd and the War Against the Pirates
Peter Silver, Our Savage Neighbors

Course Packet

Course Description:
Systematic mass murder of large populations is one of the main features of the 20th Century. Thus, this seminar will explore the origins, developments and forms of mass violence during this period. We will trace the history of the public discussion about Genocides and dig into the still vital debate about an appropriate definition of mass extermination. Using both primary and secondary sources we will study several cases: the mass murder of indigenous people in different parts of the world from the 18th until the 20th century, of the Armenians and other Christians in Turkey during World War I, the Holocaust, and the genocides in Kampuchea and Ruanda. In contrast to common approaches, we will especially investigate the early stages of persecution to discuss the transition to mass murder. For this purpose, we will include some case studies from Africa and the Americas, where groups were fiercely discriminated against without being exterminated. Comparing these cases and others, we will discuss the factors which motivated states and groups to instigate mass murder as well as people to participate in these mass crimes.
Course Description:
This course will explore the complex and dynamic social and political history of California from the 18th century to the present. We will also examine California’s cultural history and its place in American popular imagination, which has viewed the region both in terms of a utopian paradise (land of dreams, promise, abundance and limitless possibilities) and a dystopian nightmare (land of violent conquest, urban sprawl and environmental disaster). Each week we will focus on a specific historical moment in the history of the region—the culture and social organization of California’s first residents, cultural exchange, syncretism and conquest under Spanish, Mexican, and U.S. rule, boosterism and the creation of a “Spanish Fantasy Past,” progressivism, the Great Depression, the migration of African Americans during World War II, post-war suburban growth, the Reagan era and more. We will also examine broader concepts at work in the development of California such as the processes of race formation, the structuring of class, gender and sexuality, and labor and migration. The course will draw on a variety of materials—from movies and artwork to novels, photographs, and cartoons—as well as recent academic scholarship on California. We will use these sources as windows into the region’s rich history and as a platform to discuss contemporary issues in California culture and society. Finally, this class will give special consideration to California’s complex multiethnic, multiracial and transnational fabric and the influence, and impact of the region’s diverse population on legal, social, and cultural trajectories of California.

480 Seminar in Middle East History: Gualtieri/Rouighi T/Th 9:30-10:50am

Course Description:
This course examines the history of the modern Middle East through the prism of its popular cultures. Its main goal will be to examine audio, visual, and literary representations from that region as sources for a study of de-colonization, nation-building, democracy, identity-formation, and globalization. In this sense, the course will use popular culture as a way of understanding the making of the modern Middle East. In addition, it will expose students to the richness and diversity of cultural expressions in the Middle East by using films, music, and electronic media. Finally, the course will pay special attention to Middle Eastern communities in the diaspora, including Los Angeles, which has the largest Middle Eastern population in the United States.

(Note: This course will become a regular 300-level offering in the department, and cannot be used to meet the major seminar requirement.)

492 Honors Thesis Sheehan W 3:00-5:50pm

Course Description:

Course Objectives:
This course is designed to help students complete their honors thesis as part of the requirements for receiving honors in the department of history.

The emphasis in the course will be on practical steps for completing the thesis and on creating a community within which we share our work and learn from each other.

Required Readings:

There are no required readings for this course other than each others work which we will share and discuss each week.

For further detail and information, you can email Prof. Sheehan at bsheehan@usc.edu
History 498 (Seminar on Selected Historical Topics):

498  The Age of Emancipation  Williams  T  2:00-4:50pm

Course Description:
To look at slavery and emancipation as phenomena that extended well beyond the geographical borders of the United States is to discover a whole range of new events and actors in one of human history’s most compelling dramas. This seminar seeks to re-situate the traditional US-based narrative of Civil War and Reconstruction in a broader temporal and geographical context. It asks when the Age of Emancipation was, why it came about, and who it principally affected. Covering issues ranging from the start of gradual emancipation in New England to the legal abolition of slavery in Brazil in 1888, we will examine the origins and ideological underpinnings of antislavery and abolitionist movements across the Atlantic World. We will pay special attention to the different methods by which those defined as “chattel” slaves in the Atlantic World both attained and redefined the meaning of liberty. Active participation in weekly discussions and the development of a substantial research paper will constitute the main basis for the grade.

498  The Atlantic World, 1492-1650:  Cook  T  2:00-4:50 pm
Religion & Migration

Course Description:
In this seminar we will examine the relationships among religious identity, migration and imperial competition in the early modern world. This course will focus on the overseas expansion of the Iberian empires during the sixteenth and seventeenth centuries. Spanish and Portuguese missionaries, colonial officials, merchants, soldiers, and artisans traveled to Africa and the Americas. They interacted with local peoples and produced accounts of their voyages. Through the assigned readings and discussions we will explore the formation of dynamic new societies in the Atlantic basin as indigenous peoples, Africans and Europeans came into contact with each other. We will also examine how understandings of community and space changed with new migrations. The themes covered in this course include colonial encounters and issues of translation, religious change and local religiosity, colonial hierarchies, the impact of religious exchanges on material culture, and the competition between the emerging Spanish, Portuguese, British, French and Dutch empires.

In addition to the following books, we will read selected primary sources and articles about piracy, captivity, merchant networks and the Inquisition.

Alvar Núñez Cabeza de Vaca, *The Narrative of Cabeza de Vaca*
Antonio Pigafetta, *Magellan’s Voyage: A Narrative Account of the First Circumnavigation*
Matthew Restall, *Invading Guatemala: Spanish, Nahua and Maya Accounts of the Conquest Wars*
Alonso de Sandoval, *Treatise on Slavery: Selections from De Instauranda Aethiopum Salute*
Patricia Seed, *Ceremonies of Possession in Europe’s Conquest of the New World, 1492-1640*
Merry E. Wiesner-Hanks, *The Marvelous Hairy Girls: The Gonzales Sisters and their Worlds*

498  Crime & Punishment in Shakespeare’s England  Herrup  W  2:00-4:50 pm

Course Description:
Questions about jury competence and judicial bias? Arguments about capital punishment and the impact of terrorism? Accusations about sex and favoritism within the highest levels of government? All these may seem ripped from today’s headlines, but they are all issues contested in Shakespeare’s time. This seminar will explore the similarities and contrasts between criminal law in the early modern era and today by focusing first on how the law worked (or didn’t) in early modern England and then on specific problems. Students will read a mix of primary and secondary materials for class discussions in the first half of the semester. With that foundation, they will devote the second half of the term to a guided research paper exploring some aspect of the early modern English system of law
and order. I am neither assuming prior knowledge of legal history nor of English history, but you will need to be willing to engage familiar concepts in unfamiliar contexts.

498 Youth Cultures in 20th Century U.S. History Cohen Th 2:00-4:50 pm

Course Description:
This upper-division course will explore the shifting social role(s) of young adults as well as what “growing up” means for different generations and cultural groups throughout twentieth-century United States history. We will explore the experiences, identities and meanings of youth in the context of political, social and cultural moments in U.S. history and to the politics of race, gender, sexuality, class, and ethnicity. The class will give special consideration to the ways in which youth, and representations of youth, enforce and/or challenge norms of gender and sexuality, as well as to themes of activism and rebellion, identity, consumption, leisure and popular culture. Class materials will include academic articles and monographs, but will also draw on a wide variety of sources from popular culture, including film, music, photographs, and magazines.

498 Asia and Trauma Chang M 3:00-5:50pm

Course Description:
The course addresses international debates around concepts such as genocide, holocaust, trauma, testimony, guilt, human rights, justice, apology and forgiveness, and their applicability to the Asia-Pacific context. In particular, we will explore ethical and epistemological challenges posed to historical, political, legal, and philosophical thought by contemporary confrontations with the questions of extreme events – catastrophic or traumatic events or experiences whose radically unsettling reality marks a break with our traditional conceptions of history. We will probe the nature of the representational difficulties in the face of trauma and explore how these difficulties are related to ethical concerns. The course ultimately aims at inviting students of Asian history and culture to partake in transnational discussions of trauma, social and individual suffering, memory, and just histories, and to re-conceive of “Asia” in context of such discussions. The particular historical or cultural focus will be placed on the recent past of Korea, but in the pursuit of the course’s general objectives, we will conscientiously seek to push beyond existing conventional boundaries, whether cultural or disciplinary. The assumption is that these interdisciplinary and cross-cultural queries split open new possibilities of reading, precisely where there seems nothing more to read.

499 Special Topics: Williams T/Th 9:30-10:50 am
Women, Gender & Families in North America through 1920

Course Description:
This course seeks to illuminate the commonalities and diversities of women's experiences over the course of the first few centuries of American history, from the colonial period through early twentieth century. It focuses on the ways women's lives affected and were affected by important social and legal institutions, particularly marriage and the family. We will address gender roles, women's work inside and outside the household, and their changing relationship to state authority. We will also consider how the regulation of the family serves to reproduce social differences of race and class.

(NOTE: This course will become a regular 300-level offering in the department, and cannot be used to meet the major seminar requirement.)