

History Courses

HIST 1141 Corpis, D.

FWS: Witchcraft in the Early Modern Atlantic World

TR 2:55-4:10

Please register for this class with the FWS Program.

This seminar examines how European beliefs about witchcraft and magic were exported to Africa and the Americas in the period 1500-1800. We will explore how non-European concepts of the supernatural and magical intersected with European ideas during the initial stages of European colonial expansion. We will read a range of documents, including transcripts from witch trials, treatises about witchcraft, and books written by historians that interpret the historical meaning of witchcraft. Students will write a range of papers that aim to answer the following types of questions: Were witches figments of the European imagination? Why were the people accused of witchcraft more often women than men? Why did Europeans believe that Native Americans or Africans were likely to be involved in witchcraft?

HIST 1511 Case, H.

Travers, R.

Introduction West Civilization Part II

TR 11:40-12:55

Each student must enroll in a section.

This course introduces students to the major social, intellectual, political, cultural, artistic, and literary events and movements that emerged in Europe since the Protestant Reformation. Readings will offer a variety of perspectives on topics such as: modernity and its meaning, revolution (industrial, social, political, cultural, artistic), imperialism, war, and the emergence of modern ideologies (capitalism, communism, liberalism, fascism).

HIST 1531 Sachs, A.

Introduction to American History II

TR 10:10-11:00

Each student must enroll in a section.

An introductory survey of the development of the United States since the Civil War.

History Courses

HIST 1620 Prentice, R.

Histories of the Future

MWF 11:15-12:05

From Frankenstein to The Matrix, science fiction and film have depicted contemporary science, technology, and medicine for almost two centuries. This course will introduce students to historical and social studies of science and technology using science fiction films and novels, as well as key readings in science and technology studies.

What social questions can fictional accounts raise that factual ones can only anticipate? How have "intelligent machines" from Babbage's Analytical Engine to Hal raised questions about what it means to be human? What can Marvel Comics teach us about changes in science and technology? When can robots be women and, in general, what roles did gender play in scientific, technological, and medical stories? How was the discovery that one could look inside the human body received? How do dreams and nightmares of the future emerge from the everyday work of scientific and technological research?

HIST 1960 Craib, R.

Modern Latin America

MW 10:10-11:00

An introductory survey of Latin American history from the early nineteenth century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies. Prominent themes include U.S.-Latin American Relations; neocolonialism; and radicalism and revolutionary movements, explored through a variety of primary and secondary sources.

HIST 2001 Staff

Ind Study: Supervised Reading-UG

TBA TBA TBA

Permission Required.

History Courses

HIST 2180 Hull, I.

Seminar on Genocide

MW 2:55-4:10

Limited to 15 students. Permission of Instructor required.

This course examines some of the most terrible events of the twentieth century, events such as the mass murders of the Armenians (1915-1918), the European Jews (1939-1945), the Cambodians (1975-79), and the Hutus of Rwanda (1994). Students will apply historical methods to address such questions as the preconditions leading to genocide; the relation of genocide to war, revolution, nation-building, and ideology; the motivations of perpetrators; the limits to victim's efforts at self-defense; the responses of the regional or world community; and the legal and political consequences of such acts.

HIST 2273 Verhoeven, C.

Russian Revolutionary Intelligentsia

TR 10:10-11:25

This seminar examines the writings of the Russian intelligentsia in relation to the idea of revolution (approximately from the Enlightenment to the Revolution of 1917). How did the intelligentsia constitute itself as the revolutionary force through its writings? What were the ways it imagined revolution, a revolutionary party, and a revolutionary people? And, finally, what role did the intelligentsia play in Russian revolutionary history? Readings will include works from the 'golden age' of Russian literature (e.g. Pushkin, Dostoevsky, Tolstoy) as well as classic pieces of political writing (e.g. Herzen, Bakunin, Lenin), and examine the era's major politico-cultural trends (Nihilism, Anarchism, Populism, Terrorism, Bolshevism, Pacifism, etc.).

HIST 2330 Robcis, C.

Origins of the Social

TR 2:55-4:10

Limited to 15 students. Permission of instructor required.

Political philosophy has often been preoccupied with the problem of "the social": how is society born? How do individuals come together and what allows gives their actions and discourses an overall framework? How does a population become a community governed by explicit and implicit rules, norms, mechanisms of inclusion and exclusion? And how does this social formation address questions of power and law, state and nation, equality and justice, identity and difference, citizenship and civility? This seminar provides an introduction to some of the major figures of European intellectual history who have attempted to think and rethink this problem of "the social." The class will focus on the close reading and the historicization of each text. Readings will include Hobbes, Locke, Rousseau, Marx, Stuart Mill, Durkheim, Mauss, Freud, Levi-Strauss, Derrida, Gayle Rubin, Monique Wittig, Carole Pateman, Judith Butler.

History Courses

HIST 2430 Tagliacozzo, E.

History of Things

TR 2:55-4:10

Limited to 15 students.

This course will examine material culture as an avenue of looking at history in broad and comparative ways. The course is global in shape and unrestricted temporarily; it asks how "things" make up our world, and how they affect our lives historically and help shape the human story. Glass, dyes, opium, salt, coal, sugar, tea and even shrunken heads will all be considered.

HIST 2451 Aslanian, S.

Rise of the West

TR 1:25-2:40

Limited to 15 students.

Many historians have traced the making of the modern world back to the twin European discoveries of the New World in 1492 and to the old world of the Indian Ocean in 1498. In subsequent centuries, the formerly "backward" Europeans not only gained prowess and power but also came to dominate much of the world, in a long process often referred to as "The Rise of the West." Competing theories have explained this major shift in World History in various ways, resulting in a vital debate among world historians. One aspect of this debate has been the periodization of globalization. While some have argued for very recent origins of globalization, others have pointed to the long history of the phenomenon. This class will explore key issues in the debate on globalization and the rise of the west by reading several of the classic works of 20th-century history. Themes addressed include the history of globalization, comparative economic history, world systems theory, and the role of Eurocentric methodologies in the writing of history. The format of the class will be a combination of lecture and discussion.

History Courses

HIST 2461 Magaziner, D.

Reading and Writing the African Diaspora

MW 2:55-4:10

This sophomore seminar considers the history, culture, politics and imagination of the African diaspora from the era of the Atlantic slave trade to the present day. We begin with some foundational questions relating to the Middle Passage, the developed of African-derived communities in the Atlantic world, and the still-potent memories of enslavement. From there we move on to examine the political direction of global African identity in the 19th and 20th centuries, considering such issues as colonization, returnees, conversion to Christianity, anti-imperialism, pan-Africanism, racism, development and health, and the global cultural politics of black nationalism during the Cold War. Students will read a variety of primary and secondary works, as well as a number of novels, over the course of the semester. In addition, each student will be responsible for organizing and leading a class session and will develop an in-depth research paper on one of the course's issues.

HIST 2540 Magaziner, D.

African Encounters with Colonialism

MWF 12:20-1:10

This course covers African history from roughly the 1840s to the present. It moves thematically from the Indian Ocean trade and economic relationships with Europe associated with the decline of the slave trade to the rise of 'formal' imperialism, the construction and maintenance of the imperial states, decolonization and the variety of post-colonialisms in different parts of the continent. Along the way it considers religion, popular culture and different ways in which the West has attempted to understand Africa.

History Courses

HIST 2550 Greene, S.

Race, Ethnicity, & Culture in African History

MWF 11:15-12:05

Why was Africa the one continent that gave birth to homo sapiens, our earliest ancestors and what does that fact tell us about our modern genetic heritage? Who were these early Africans who later formed the continent's much acclaimed civilizations (Ancient Egypt, Ancient Ethiopia, Great Zimbabwe, the Swahili civilization)? What "race" were they and why is the answer important for many today? What caused the development of ethnic tensions within Africa and how can our understanding of the past help prevent such events like the genocide in Rwanda from happening again? What has been the social, cultural and economic impact on Africa of its long interactions with Europe, the Middle East and Asia? And how have these past interactions influenced Africa's relations with the rest of the world today? This course examines these questions by exploring the history of Africa, from earliest times to the 21st century, using the prism of race, ethnicity and culture to understand the past and present of one the world's least known continents.

HIST 2699 Karakaya-Stump, A.

History of the Ottoman Empire, 1300-1922

TR 11:40-12:55

The Ottoman Empire was one of the longest-lasting empires in world history, ruling over a large portion of the Middle East and the Balkans for nearly six centuries. It figures as a major power in the history of both Europe and the Islamic world. This course is an introductory survey of the history of the empire from its origins as a small principality in medieval Anatolia to a leading world power in the sixteenth century, and to its eventual disintegration by the end of World War I. It explores the major events of Ottoman political history, the main economic, social and cultural institutions of the Ottoman state and society, and some recent trends in Ottoman historiography including debates on the origins and decline of the Ottomans, and the growing research on Ottoman women.

History Courses

HIST 2720 Norton, M.B. Weil, R.

The Atlantic World from Conquest to Revolution

MW 10:10-11:00

Each student must enroll in a section.

After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking Spain, France, Britain and the Netherlands to the Americas and Africa. In this course we will examine the lives of the men and women who inhabited this new world from the time of Columbus to the 18th century revolutions in Haiti and North America. Topics will include the destruction and reconfiguration of indigenous societies; slavery and other forms of servitude; the resistance, rebellion and accommodation of indigenous groups and slaves; religion; and the construction of gender, race and ethnicity. Emphasis will be on reading and analyzing primary sources.

HIST 2750 Ghosh, D.

History of Modern South Asia

MWF 11:15-12:05

This introductory course is a broad survey of the history of the Indian subcontinent from the end of the Mughal empire around 1700 to the present. This course is framed by two major transitions: from a Mughal government to British colonial government, and from colonialism to several postcolonial states. Prominent themes in the course include the emergence of religious and regional identities, ethnic violence, social reform and the "woman question," deindustrialization, and nationalism. Using primary sources and scholarly articles by a varied group of scholars, this course questions whether there is such a thing as one history of South Asia.

HIST 2791 Weiss, J.

International Humanitarianism

TR 10:10-11:25

This course studies international humanitarian and human rights activities from their origins to the present. The ideological and social roots of humanitarian thought and action receive attention, as does the often-overlapping, sometimes conflictual relationship between humanitarianism and human rights advocacy. Case studies will include the anti-slavery movement, the activities of faith-based groups, biographical studies of pioneering individuals, and the international response to various genocides.

History Courses

HIST 2820 Seth, S.

Science in Western Civilization: Newton to Darwin, Darwin to Einstein

MW 11:15-12:05

Each student must enroll in a section.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as cultural phenomena. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 2880 Monroe, C.

Ancient Egyptian Civilization

MWF 1:25-2:15

The course surveys the history and culture of Egypt from its prehistoric origins down to the early first millennium BCE. Within a chronological framework we follow Egypt through the emergence of village life and the risings and fallings of the Egyptian monarchy. Along the way we observe social organization (class, gender and family, labor), economic factors, international relations, technological advances, and such cultural factors as religion, literature, writing, art and architecture. Ancient Egyptian texts will be read in translation, and pictures of Egyptian art and artifacts will be viewed and discussed. This is basically a lecture course, but there will be opportunity for questions and clarifications. My aim as instructor is to help you connect with the people of Ancient Egypt, in so far as that is possible through what they left for us to piece together.

HIST 2920 Kline, R.

Inventing an Information Society

MWF 10:10-11:00

Cannot be taken for credit after ENGRG 198 / ECE 198.

Explores the history of information technology from the 1830s to the present by considering the technical and social history of telecommunications, the electric-power industry, radio, television, computers and the Internet. Emphasis is placed on the changing relationship between science and technology, the economic aspects of innovation, gender and technology, and other social relations of this technology.

History Courses

HIST 3002 Staff

Ind Study: Supervsd Research, Undergraduate

TBA TBA TBA

Permission of instructor required.

HIST 3140 Vanderlan, R.

History of American Foreign Policy, 1912 to the Present

MW 11:15-12:05

Each student must enroll in a section.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policy makers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U.S. foreign policy.

HIST 3251 Carroll, T.

History of the Family in the U.S.

MW 11:15-12:05

The family is at the center of contemporary political debates involving social policies, gender roles, citizenship, marriage, and the role of the state. Politicians and commentators frequently invoke a mythical American family, one that is conflict-free, independent, and unchanging. These idealized depictions mask a far more complicated and richer historical reality of the development of family structures in the U.S. This course will examine both the diverse experiences of actual families in the American past, and changing ideologies about the family and its social role. We will examine in particular immigration, reproduction and childrearing, sexuality, work, leisure, and consumption. We will maintain a sustained focus on changing constructions of race, ethnicity, gender and class and the interactions of these social relations with social structures including the labor and housing markets, immigration and naturalization law, and the educational system. Through this exploration, we will see both how social structures including the family shaped individuals' experiences, and how historical actors responded to and changed these structures. We will also gain a better understanding of what's at stake in today's debates about the family, and will conclude by asking how contemporary social policies could better address the needs of all families. Students will have the opportunity to write a

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HIST 3304 Harris, R.

African American History: From the Age of Booker T. Washington to the Age of Barack Obama

TR 10:10-11:25

This course will examine the changing contours of the African American past from the post-Reconstruction period to the present. W.E.B. Du Bois in *The Souls of Black Folk* evoked the need to study Black America from the inside out and in relation to the trajectory of American history. This course will seek to understand the challenges, triumphs and tragedies, of African Americans in the quest for racial equality in the U.S. It will consider, against the backdrop of the past, the extent to which the election of a Black President of the U.S. has signaled the end of Black History and the arrival of a post-racial America.

HIST 3410 Vanderlan, R.

Recent American History, 1965 to the Present

MW 10:10-11:00

Each student must enroll in a section.

Topics include the Supreme Court, civil liberties, the Great Society and the Vietnam War; politics and the presidency from Nixon to Bush; and class, race, and ethnicity in modern America.

HIST 3470 Chang, D.

Asian American Women's History

MW 2:55-4:10

This course examines the experiences and representations of Asian American women from the mid-19th century to the present. It explores the lives and contexts of immigrant women and of women born in the U.S. Questions of identity and power are at the heart of this course as we investigate the intertwined nature of race, gender, and nation. We will also pay particular attention to the practice of history, seeking a better understanding of how scholars recover the history of a population rendered invisible by traditional methods and inquiries. Course materials include numerous primary sources in addition to scholarship from a variety of disciplines (history, literature, sociology, anthropology).

History Courses

HIST 3621 Verhoeven, C.

Nineteenth Century Europe

TR 1:25-2:40

Europe's nineteenth century has been characterized as the bourgeois century, the century of peace, of progress, and of hope, but also as the revolutionary century, an impatient century, and a century that somehow failed itself. This course surveys the so-called "long nineteenth century" (approximately from the French Revolution to World War I) and seeks to come to terms with and evaluate these contradictory assessments. Topics include industrialization, urbanization, consumerism, nationalism, socialism, communism, anarchism, terrorism, colonialism, imperialism, feminism, and various artistic modernisms.

HIST 3632 Myers, B.

The Evolution of American Warfare

TR 1:25-2:40

Whether not we agree with distinguished military historian Russell F. Weigley that there was or is an American way of war, a distinctive culture of how Americans have used military force, it is clear that Americans have played vital roles in domestic and international conflicts. Wars have shaped Americans. Americans have simultaneously changed the course of wars. From technological revolutions to the evolution of military policy toward civilians, America and Americans have consistently impacted, directed or been thrown off course by military endeavors. This course focuses on the tension between the evolution of warfare and the role Americans have played in that ever-changing face of conflict.

"The Evolution of American Warfare" surveys U.S. military history from the colonial period to the post-9/11 world of war. Since this is a period of more than four hundred years, the class will necessarily limit its focus to major topics and central questions facing the men and women who have fought in American wars. We will trace the course of American military history by focusing on three themes: the early development of American military institutions, the evolution of U.S. military policy and the changing face of battle in which Americans have fought. All three of these themes relate to the central goal of this

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HIST 3670 Fahmy, Z.

History of Modern Egypt

MW 8:40-9:55

This lecture class will explore the socio-cultural history of modern Egypt from the late 18th century to the present. We will explore Egyptian history under the Ottomans and the Mamluks, the unsuccessful French attempt to colonize Egypt, and the successful British occupation of the country. We will then examine the development of Egyptian nationalism from the end of the 19th century through Nasser's pan-Arabism to the current Mubarak regime. We will accomplish this with the aid of a variety of texts and media, including novels and films.

HIST 3677 Powers, D.

Search for the Historical Muhammad

TR 8:40-9:55

Unlike Moses or Jesus, Muhammad is said to have been born in the full light of history. The earliest extant biography of the Prophet, the Life of Muhammad by Ibn Hisham (d. 833), contains a full account of the Prophet's career, from his birth ca. 570 to his death in 632. In this seminar, we will read the Life of Muhammad and analyze selected episodes from a critical historical perspective.

HIST 3700 Caron, V.

History of the Holocaust

TR 2:55-4:10

There will be a film series linked to this course in lieu of discussion sections. Students will be expected to read and discuss the material. This course will analyze the meaning of the Holocaust from three vantage points: that of European history; that of Jewish history; and that of those states and religious institutions that shared responsibility by having stood by in silence. Topics include: the evolution of modern anti-Semitism, the role of anti-Semitism in the Nazi ideology and program; the bureaucratization of death; Jewish life in ghettos and concentration camps; the fate of Jews in occupied Europe and the question of collaboration; Jewish political behavior under duress; the responses of the Western allies and the Churches; contemporary interpretations of the Holocaust and the meaning of evil.

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HIST 3731 Corpis, D.

Religion and Society in Early Modern Europe

TR 11:40-12:55

European Christendom both exploded and imploded in the sixteenth century, creating a fragmented and fractious religious landscape that still marks Europe to this day. This course examines the significant changes brought about by the Protestant and Catholic Reformations and explores the impact of new religious dogmas, beliefs, practices, and institutions upon the broader order of European politics, society, and culture. Topics covered will include: the thought of Luther and Calvin, the Anabaptists, the Peasants' War, the responses of the Catholic Church, the changes in women's piety, heresy and witchcraft, and the Wars of Religion, and Christianity's encounters with Judaism and Islam.

HIST 3790 Hull, I.

The First World War: Causes, Conduct, Consequences

MWF 10:10-11:00

Each student must enroll in a section.

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. Recurring themes are: the building of nation-states, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass violence, and the emergence of millenarian visions of the future.

HIST 3960 Tagliacozzo, E.

Southeast Asian History from the Eighteenth Century

TR 10:10-11:25

Grad students must enroll in HIST 6960 / Asian 6696.

Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-culture institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

History Courses

HIST 3970 Brann, R.

History of the Israeli-Palestinian Conflict

TR 10:10-11:25

Each student must enroll in a section.

This course examines the history of the conflict between two peoples with claims to the same land (Palestine/Israel), from the rise of their national movements at the turn of the 20th century and their eventual clash down to the present crisis. We will investigate the various stable and shifting elements in the evolution of the conflict including conflicting Israeli and Palestinian narratives and mythologies about the nature of the conflict. Among many issues to be addressed are: the relationship of this conflict to the history of European colonialism in the Middle East, the emergence of Pan-Arabism and Islamism, the various currents in Zionism and its relationship to Judaism, the implication of great power rivalry in the Middle East, the different causes and political repercussions of the four Arab-Israeli wars, efforts at peacemaking including Oslo and Camp David and the significance of the two Palestinian uprisings.

HIST 4000 Ghosh, D.

Honors Proseminar

W 2:30-4:25

For History majors only. Limited to 15 students. Permission required.

An exploration of major contemporary approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results will be considered by reading and discussing a variety of historical works. Substantive readings will be drawn from several time periods and diverse cultural areas. There will be two papers during the semester, and a longer final paper in which students will develop potential theses topics.

HIST 4002 Norton, M.B.

Honors Research

M 12:20-2:15

Permission of Instructor required.

This seminar will meet weekly from the beginning of the semester to the first week in April. Students will share written work, which will be (partly) edited by their fellow students. Grading will be done by the advisor in consultation with the instructor.

History Courses

HIST 4030 Koed, B.

History of the U.S. Senate in 20th Century

TBA TBA CIW

To be taught in Cornell-in-Washington Program.

This course will offer students an opportunity to view the process of shaping national debates from the perspective of the United States Senate. The modern Senate will serve as the point of reference for an inquiry into the development of the institution's powers under the Constitution during the past 200 years. Class readings, lectures and discussions will focus on the themes of continuity and change, the role of individual senators, and the institutional evolution of the Senate. In addition to general class reading and written examinations, each student will write a short paper and participate in an oral presentation.

HIST 4170 Caron, V.

History of Jews in Modern France

M 2:30-4:25

Limited to 15 students. Permission of instructor required.

This course will explore the integration of Jews into French society from the French Revolution to the present. Topics will include: the debate over Jewish emancipation during the Enlightenment, the French Revolution, and the Napoleonic era; the processes of religious and social assimilation; the rise of antisemitism and the Dreyfus Affair; Jewish responses to antisemitism; the immigrant challenge and refugee crisis of the 1930's; the Vichy era and Jewish resistance during World War II; and the reconstruction of the French Jewish community since 1945.

HIST 4231 Pritchard, S.

Gender and Technology

R 12:20-2:15

Why are some technologies such as cars and computers associated with men and masculinity? How did sewing machines and vacuums become gendered "female"? How do technological artifacts and systems constitute, mediate, and reproduce gender identities and gender relations? How do technologies uphold gender hierarchies and thus social inequalities?

This class explores the relationship between gender and technology in comparative cultural, social, and historical perspective. Specific themes include: meanings, camouflage, and display; socializations; industrial work; consumption; the domestic sphere; technologies of war; the postwar workplace; sex and sexuality; and reproductive technologies. Most course material focuses on western Europe and the United States since the late eighteenth century, but the issues raised in this class will prepare students to think about the relationship between gender and technology in other contexts -- including our own.

History Courses

HIST 4301 Harris, R.

Black Leaders and Movements in African American History

M 10:10-12:05

From rebellions aboard slave ships through the quest for black self-determination, African Americans have sought to define freedom, justice, and equality for themselves and in the process have challenged the universality of the American Creed. This course will examine the dynamics of leadership, types of leaders, and the major movements that have emerged among African Americans from the early seventeenth century to the present. The relationship between leaders and followers, balance between ends and means, and measures of success and failure will be major concerns of the course.

HIST 4421 Greene, S.

Enslaved! Then and Now

M 2:30-4:25

Limited to 15 students.

In this course, we will read and analyze select texts (both oral and written) that were composed between the late 18th century and 2005 by individuals who were enslaved. For whom were these texts produced and for what purpose? How much in these texts is history, how much is fiction, and how do we determine the difference? What can these texts tell us about the individual authors and the political, economic and cultural contexts in which they were written? These and other related questions will structure this seminar.

HIST 4460 Weiss, J.

Strategy in WWII

R 2:30-4:25

Permission of Instructor required. Limited to 15 students.

Strategic decision-making in World War II. The course will be organized into a "task force" addressing crucial problems faced by the European-American Allies in World War II: the invasion of northwest Europe, strategic bombing tactics, the rescue of European Jews, and coordination with the Soviet Union. Individual presentations/papers followed by meetings to draft group reports.

History Courses

HIST 4552 Monroe, C.

Archaeology of The Phoenicians

W 10:10-12:35

The Phoenicians were an enigmatic culture and people who originally lived in a coastal region approximately where Lebanon is today. An ancient Semitic people known for seafaring and inventing our alphabet, they left us virtually no texts of their own. The Phoenicians are known mostly from the writings of others, notably ancient Greeks and biblical authors, and from artifacts in ivory, stone, and metal. In order to understand their material culture and historical importance, we must look broadly in time and space, and this reveals to us a "world" of cultural interactions that stretches across the Mediterranean and Near East, and from the Early Bronze Age or third millennium bce into Greco-Roman times. We will read about the Phoenician homeland and its colonies, and investigate their maritime economy, language, religion, and adventures abroad. In doing so, we will be exploring the ancient Mediterranean and beyond and meeting a host of other fascinating peoples in the process. Some research and a written paper will be required.

HIST 4751 Seth, S.

Historical Issues of Science, Technology, Race and Colonialism

W 2:30-4:25

The interrelations between science and technology on the one hand, and colonialism and the construction of the modern nation-state on the other have become topics of increasing scholarly interest and debate in the last two decades. This seminar will examine the ways in which specific sciences and technologies both supported and were supported by colonialist and imperialist projects from the early nineteenth to the mid-twentieth centuries. While texts of broad conception like Michael Adas' *Machines as the Measure of Men* and Gyan Prakash's recent *Another Reason* have made an attempt to provide an overview of many of the issues involved, the field awaits a genuinely synthetic treatment. This course will aim to provide the framework for such a treatment by looking at a number of key areas of current interest. The first third of the course begins with a survey of the history of ideas of race and the development of 'race-sciences' in the nineteenth century. We will then move on to consider a sampling of primary materials on Darwinian theories of race and later formulations of social Darwinism. The latter part of the course will explore a number of specific themes, including the importance of social statistics and technologies of identification (fingerprinting), medicine and hygiene, scientific nationalism and nationalist science, the periphery as laboratory, and gender, savagery and criminality. Readings will

History Courses

HIST 4851 Garcia, M.C.

Refugees

W 2:30-4:25

Permission of Instructor required.

Since World War II, over four million people have migrated to the United States as refugees. In this seminar, we will examine some of these refugee migrations and the ways they challenged our understanding of the United States as a "haven for the oppressed". We will examine how refugee/asylum policy was crafted: the role of non-governmental actors in influencing policy, and the ways it reflected foreign policy interests and security concerns. The second half will pay particular attention to our changing definitions of who "merits" asylum in the United States since the end of the Cold War.

HIST 4931 Hinrichs, T.J.

Vitality and Power in China

T 2:30-4:25

Chinese discourses have long linked the circulation of cosmic energies, political power, and bodily vitalities. In these models political order, spiritual cultivation, and health are achieved and enhanced through harmonizing these flows across the levels of Heaven-and-Earth, state, and humankind. It is when these movements are blocked or out of synchrony that we find disordered climates, societies, and illness. In this course, we will examine the historical emergence and development of these models of politically resonant persons and bodily centered polities, reading across primary texts in translation from these otherwise often separated fields. For alternate frameworks of analysis as well as for comparative perspectives, we will also examine theories of power and embodiment from other cultures, including recent scholarship in anthropology and critical theory.

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HIST 4932 Dear, P.

The History of Reason

M 12:20-2:15

This course will examine ways in which "reason" was understood, deployed, and contested in European thought and practice from the early-modern period through to the twentieth century. We will read primary sources that theorize or employ notions of "reason" (Descartes, Hobbes, Newton, Hume, Kant, etc.) Theoretical controversy over the foundations of "reason" in political economy as well as in formal logic in the nineteenth century will also be studied, to counterpoint its practical uses in early anthropological work from the late nineteenth and twentieth centuries on the notion of a "Great Divide" between western and non-western cultures. As well as regular weekly reports on the reading and active participation in discussion, students will be required to write a brief (2000 word) midterm essay on one or more of the weekly readings, and a final paper (5000 words) on a topic of their choice related to the themes of the course.

HIST 4933 Schoolman, M.

Abolitionist Circuits

W 2:30-4:25

An interdisciplinary seminar drawing on literary, historical and geographical approaches to consider the roles of both physical transit and the geographic imaginary in nineteenth-century antislavery writing in English. Topics discussed will likely include the cross-border community of black activists living around the Great Lakes, the persistence of emigrationism throughout the antebellum period, abolitionist travel literature, and the historical existence and cultural deployment of the maroon communities in the Caribbean and the southern US. Primary texts will include works by William Wells Brown, Mary Ann Shadd Cary, Martin Delany, Ralph Waldo Emerson, Joseph John Gurney, Herman Melville, James Redpath, Harriet Beecher Stowe, and Samuel Ringgold Ward, as well as the unique resources available through Cornell's Samuel Joseph May Collection of abolitionist pamphlets.

History Courses

HIST 4950 Weil, R.

Gender, Power, and Authority in England 1600-1800

R 2:30-4:25

Limited to 15 students.

It is a truism that early modern society was a 'patriarchal' one in which men had authority -- but how did that authority operate and what were its limits? How did the exercise of power between men and women intersect with religious, literary, legal and political institutions? We will approach these questions chronologically, examining the impact of the Reformation, the English Revolution, the Enlightenment, the rise of middle class and polite culture. We will also explore them methodologically and generically, with an eye to how different kinds of evidence and sources can produce different kinds of conclusions. Historians' hypotheses will be tested by analysis of primary sources.

HIST 4997 Jackson, S.

Research in American Studies

TBA TBA CIW

To be taught in Cornell-in-Washington Program.

Required of all Cornell in Washington students pursuing the American experience option. Weekly lectures on the scope and methods of the various American studies disciplines; presentation of research by visiting scholars; and the pursuing of an individual research project by each student, based on the resources available in Washington.

HIST 6000 Weil, R.

Graduate Research Seminar

TBA

For History graduate students only.

This seminar is devoted entirely to the writing of a substantive research paper. Students will share research proposals, annotated bibliographies, outlines and portions of rough drafts. Class meetings will be devoted to discussing what students have produced, and general issues associated with constructing research papers.

HIST 6010 Case, H.

Robcis, C.

European History Colloquium

R 4:30-6:30

Limited to graduate students.

A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

History Courses

HIST 6020 Hirano, K.

East Asian Colloquium

M 4:30-6:00

Limited to graduate students.

A forum for graduate students to present their work and discuss the work of others. We will have guest speakers as well. Those who wish to earn a credit should present a research paper.

HIST 6030

The Americas Colloquium

T 4:30-6:00

For graduate students only.

A research colloquium designed for graduate students in US and Latin American history. The colloquium will offer a forum for students to present papers and to discuss their work and that of occasional visiting scholars.

HIST 6081 Cowie, J.

Seminar in American Labor History

W 2:30-5:00 Keeton House

Topic: Labor and Working Class History: The United States in Transnational and Comparative Perspective

This intensive reading and writing seminar will take the United States as its main reference point (historiographically, economically, politically), but make sustained forays into, and connections with, the working-class histories of other nations. We will read at least one monograph per week, submit one review per week, and write two longer papers during the semester. In addition to sharpening analytical and writing skills, the goals of the seminar are to:

a) frame working class and social history as a series of transnational processes--such as human, capital, and cultural migrations, both coerced and free;

b) place United States history (arguably the most parochially-written subfield in the discipline) into a wider transnational framework;

History Courses

HIST 6140 Hirano, K.

Readings in Cultural Materialism: Theory and Practice

T 12:20-2:15

The course is intended to be a forum where graduate students closely read and examine a set of scholarly works regarded collectively as the school of "Cultural Materialism." During the 1970s and 80s, a group of Marxism-inspired scholars began to suggest a way to overcome the old Marxist model of economic determinism by taking "culture" seriously as an integral part of materialist studies. This intellectual movement laid a foundation for what we currently call "Cultural Studies." By revisiting their works, we will discuss what insights we can draw from them for our contemporary scholarly agendas and projects. The readings include Lenin and Philosophy (Althusser), Prison Notebooks (Gramsci), Culture and Materialism (Williams), Marxism and Literature (Williams), Marxism and Philosophy of Language (Volosinov), Dialogic Imagination (Bakhtin), Postmodernism, or, The Cultural Logic of Late Capitalism (Jameson) and others.

HIST 6280 Chang, D.

Graduate Seminar: 19 Century US History

T 12:20-2:15

This course will introduce students to the historiography of the nineteenth-century United States. We will investigate the period both thematically and chronologically. We will read, discuss, and critique works written from a variety of perspectives and using a number of different approaches.

HIST 6300 Rebillard, E.

Topics in Ancient History

W 1:25-4:25

Topic for Spring 2010: Sharing the City: Pagans, Jews, and Christians in Late Antiquity.

History Courses

HIST 6350 Sachs, A.

The Writing of History

M 12:20-2:15

This graduate seminar approaches the writing of history as a problem rather than a given, as a craft or even an art rather than a standard method of presenting research. We'll consider as many kinds of history writing as possible, including some that are more traditional and some that are more experimental. To get at the complexity of the problem, we'll approach it from at least three distinct angles, examining the actual history of the writing of history (going back to Herodotus, "The Father of Lies"); the theory and philosophy of the writing of history; and current writing practices. Readings will range widely through time and space and will be assessed not just for the quality of their arguments or their place in a given historiography but also for their success as pieces of writing. We'll discuss such topics as narrative structure, the role of the first person, tone, character development, and the basic use of language. Students will also be expected to do a fair amount of writing for this class and to share their papers in a workshop setting-though no new research will be required during the semester. Obviously, the course is geared toward students in the History department, but anyone doing historical writing in any discipline whatsoever-English, Science and Technology Studies, Sociology, etc.-is warmly invited to sign up.

HIST 6510 Travers, R.

India and British Political Thought c. 1600-1850

T 2:30-4:25

This seminar explores at how Britons who fought, traded, conquered and governed in early modern South Asia thought about their own actions, and also about the states and cultures they encountered. What did Britons think about the Mughal empire, and how did they understand and explain the rise of the British empire in India? What opportunities existed for intellectual exchanges between British and Indian political ideas in this period? In what ways did encounters with India feed back into British political thought?

HIST 6542 Case, H.

East-Central European Historiography

W 2:30-4:25

Part II of two-semester course.

Topic for 2009-2010: War in Modern East-Central European History

History Courses

HIST 6960 Tagliacozzo, E.

Southeast Asian History from the Eighteenth Century

TR 10:10-11:25

Surveys the modern history of Southeast Asia with special attentions to colonialism, the Chinese diaspora, and socio-culture institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

HIST 7000 Kline, R.

Special Topic 3: Issues in the Cultural History of Technology

M 2:30-4:25

This seminar focuses on different issues in the social and cultural history of technology each semester. Typical issues include Gender and Technology, Rethinking Technological Determinism, Was there an Information Revolution?, Consumerism, and the Military and Technology in the United States. Students read and discuss exemplary books and articles on a topic for the first half of the course, then give presentations on their research papers.

HIST 8004 Staff

Independent Study: Supervised Reading -- Graduate

TBA TBA TBA

Limited to graduate students. Permission of instructor.

HIST 8005 Staff

Independent Study: Supervised Reading -- Graduate

TBA TBA TBA

Limited to graduate students. Permission of instructor.