

HIS 101
Ancient Mesopotamia to Early Modern Europe

Satisfies: GLO, SBS

LEC: M/W 5:00-6:20
[+Recitations]

Professor Sara Lipton

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

HIS 103
American History to 1877

Satisfies: DIV, SBS, USA

M/W 11:00 - 11:55 am
[+ Recitations]

Professor Paul Kelton

A survey of American history from the Age of Discovery to the end of Reconstruction. Topics include the transplantation of European culture to America, the rise of American nationalism, the democratization of American society, the institution of slavery, and the emergence of an industrial society.

HIS 202
Ancient Greece

Satisfies: GLO

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

Tu/Th, 11:00-12:20pm

Professor Eric Miller

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

**HIS 210
Soviet Russia**

Satisfies: GLO

**Themes: “Arts, Ideas and Culture” “Empires, Violence & Global Connections” “Law,
Politics & Social Justice”**

Section 1: M/W 9:30 – 10:50 am

Section 2: M/W 2:00 – 3:20 pm

Professor Nurlan Kabdylkhak

This is a Russian survey course with no prerequisites. Chronologically, it begins in the late nineteenth century and continues to the present day. The course examines the birth, life, and demise of the Soviet Union (1917–1991), covering topics such as the Revolution, NEP, Stalinism, the Great Patriotic War, the Cold War, Khrushchev's Thaw, Brezhnev's 'Stagnation,' Perestroika, and the post-Soviet republics.

HIS 219
Introduction to Chinese History

Satisfies: GLO

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

NOTE: Two sections of this course will be offered (same class, same professor, just two different day/times being offered). The options are the following:

Tu/Th, 2:00 pm - 3:20 pm

Tu/Th, 3:30 pm - 4:50 pm

Prof. Riga Shakya

This course serves as a general introduction to the culture and history of China from prehistory to the 21st century. The course is comprised of bi-weekly lectures delivered by the instructor, which incorporate in-class discussion and activities. Together, we will survey a variety of important developments in political and institutional history, philosophy, religion, and culture, drawing from a wide variety of primary sources (in translation): materials written by, fashioned by, or created by historical people whose civilization we are studying, as well as a rich array of secondary sources by contemporary historians and scholars of China. By engaging with these sources, we will deepen our understanding of Chinese civilization, with a focus on the three broad and overlapping themes of *lived experience*, *identity*, and *transcultural connections*. By critically engaging with these three themes over the semester, my goals for our class are for us to explore multiple modes of historical inquiry (textual, visual, material) to come to a better understanding of: 1) The social, political, and cultural worlds shaping the experiences of peoples in China. 2) How peoples and communities in China have conceived of themselves, and how these identities were expressed and interpreted through art and literary texts and other forms of cultural productions. 3) Patterns of connection, cultural exchange, and interaction among Chinese and neighboring states and polities. Requirements consist of active participation, 40-50 pages of reading per week, one visual & material culture project, a midterm exam, and a final exam.

HIS 237
Science, Technology, and Medicine in Western Civilization I

Satisfies: STAS

Thematic Category: "Health, Science & Environmental Change"

T/TH, 12:30-1:50pm

Professor Alix Cooper

This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science, technology, and medicine to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise during the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Galileo, Harvey, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge about science, technology, and medicine to a broader public during the Enlightenment period of the eighteenth century. This course will require regular reading and in-class exercises, two midterms, and a final exam.

HIS/JDS 241
Nazi Genocide and the Holocaust

Satisfies: GLO

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

M/W, 11:00-12:20pm

Professor Young-Sun Hong

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

HIS 249
MODERN EUROPE, 1914-1945

Satisfies: GLO

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

T/TH/F, 12:30-1:25 pm

Professor Lawrence Frohman

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

HIS 262
American Colonial Society

Satisfies: DIV, SBS, USA

Thematic Categories: “Arts, Ideas & Culture”

M/W 8:00 – 9:20 a.m.

Prof. Ben Llyons

This course is designed to address the political, economic, social, and cultural characteristics of the American colonies from their founding until their separation from Great Britain. Particular attention is devoted to the interaction of cultures and peoples in the making of colonial societies as reflected in the institution of slavery and ethnic, racial, and provincial identities. Additionally, this course will focus on the varieties of people across Europe, Africa, and the Americas and how their interactions created something new and unexpected. This course will progress from general themes to more specific topics, addressing the major colonial regions in the seventeenth century and then the larger world in which they developed to the eighteenth century.

The Modern Color Line
HIS /AFS 277

Satisfies: USA

Thematic Concentrations: “Law, Politics & Social Justice,”
“Race, Religion, Gender & Sexualities”

M/W 2:00 – 3:20 pm

Professor Mark Chambers

This course examines the forethought to W. E. B. Du Bois’s groundbreaking work, *The Souls of Black Folk* (1903). As Du Bois prophesied, “the problem of the Twentieth Century is the problem of the color-line.” During the twentieth and twenty-first centuries, in the wake of such natural and manmade disasters – such as The Mississippi Flood of 1927, Hurricane Katrina in 2005, and the BP Oil Spill in 2010, Du Bois might say that intertwined racial and ecological crises are the emergent problems of the twenty-first century. In the *Du Boisian* spirit, this course aims to explore how the “color line” and the “ecological line”—the line that runs between humans and their environment—parallel, intersect, and veer apart. Such an exploration requires examining African American actions during slavery, post-emancipation, the conservation movement, the rise of scientific racism and scientific ecology as race became more significant in nineteenth and twentieth century America.

HIS 288
Wealth and Inequality in Early America

Satisfies: DIV, SBS, USA

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

Tu/ Th, 9:30-10:50 am

Professor Donna Rilling

Focuses on Americans as producers, sellers and consumers from the earliest years of European colonization through the mid 1800s. Working thematically and chronologically, we will examine such topics as: the American colonies in the context of global trade; the Atlantic slave trade; early American colonies, the roles they played for imperial powers, and the connections among the backgrounds, goals, values, and local conditions; trade between native Americans and European Americans and the ways in which trade affected both societies; Americans as consumers; the financial system and the counterfeit financial system; the emergence of a middle-class in the late-18th and 19th centuries; early industrialization; slave economies; Americans as workers; and risk, success, and failure in an increasingly industrial nation and the ramifications of failure for American identity and democracy.

HIS 295
History of North American Cities & Suburbs

Satisfies: SBS, USA

Thematic Categories: "Health, Science & Environmental Change,"
"Law, Politics & Social Justice," "Race, Religion, Gender & Sexualities"

M/W: 3:30-4:50 pm

Prof. Chris Sellers

This class surveys the history of cities and suburbs throughout North American history. We begin with the indigenous cities of pre-contact period and the walking city of preindustrial times. The bulk of the course will then cover tumultuous urban growth associated with the rise and migration of modern industry from the nineteenth through the twentieth century, and over the succeeding decades, in and around places such as New York, Los Angeles, and Mexico City. Readings and lectures cover the different peoples who have lived in and passed through these cities, the places they have built, including suburbs, and the kinds of conflicts that have thereby unfolded, along lines of class, ethnicity and race. We will survey the changing dynamics of urban growth, the evolving connections between the city and the country, and the intermediary, widening roles of a suburban "in-between." To illuminate the more personal and local significance of these changes, we will also undertake more focused examinations: of the changing ways urbanites got their food, avoided disease, and dealt with a local nature. Requirements will include written-up answers to reading questions, a medium-length paper, and an in-class final.

HIS 301.02
**Reading and Writing History: Historical Study of Advertising,
Public Relations and Propaganda**

Satisfies: ESI

M/W
9:30 am - 10:50 am

Professor Nancy Tomes

This course offers an introduction to historical research and writing for history majors and minors. You will assume the role of apprentice historians in order to practice the skills needed not only to appreciate good history but to produce it yourself. Class work will focus on fundamentals of critical reading, research and writing that will help you in all your history courses (and other writing intensive courses as well.) As a focal point for our practice, we will look at the intertwined histories of “modern” forms of persuasion: product advertising, public relations, political advertising, and political propaganda. We will explore the varied ways that historians have studied these persuasive techniques and the kinds of debates they have inspired. Written work will include a short review essay (2-3 pages) and a longer research paper (7-10 pages) on a topic of your choosing. You will submit a draft of your research paper and then have a chance to revise it in response to the suggestions you receive from the instructor and your fellow students. While the readings will focus on the 20th c. United States, students are very welcome to explore other countries and time periods as well. Students should purchase Melvin E. Page and Brian J. Maxson, *A Short Guide to Writing About History*, (10th ed.), plus one additional text to be determined. Course grades will be figured as follows: class attendance and participation, 20%, review essay 30%, final paper 50%.

HIS 301
Reading and Writing History: English Revolutions

Satisfies: ESI

M/W, 9:30 - 10:50am

Professor Kathleen Wilson

This 301 History course will examine the English, American, French and Haitian Revolutions of the 17th to early 19th centuries through the practices, discourses and ideas (political, social, sexual and economic) of the ordinary people who lived through them. How do historians access the impact of world events on local actors who enacted, contested or struggled with them? Primary and secondary sources will be used to sharpen your skills reading historical documents, assessing larger contexts, empirical and representational, and analyzing contending historical methodologies and interpretations. The writing of three critical essays, two drafts each, will further enlarge your skills in ‘doing history’ as an academic historian, and prepare you for His 401. Required texts include Christopher Hill, *The World Turned Upside Down*; Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra*; Clare Lyons, *Sex Amongst the Rabble*; Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism*; C.L.R. James, *The Black Jacobins*.

HIS 301.05
Fascism

Satisfies: ESI

M/W, 5:00pm-6:20

Professor Janis Mimura

In-depth training course in the craft of history, with a systematic introduction to methods, analysis, synthesis, and writing. As the gateway course for the History major senior seminar, HIS 301 teaches students how to locate, organize, and analyze primary and secondary sources, distill the information in intelligible and meaningful writing, and convey one's findings in persuasive and articulate oral presentations. These skills will be taught through a close analysis of the ways in which historians have examined the problem of fascism as a national and transnational phenomenon. We will focus primarily on the classic cases of Nazi Germany and Fascist Italy and consider the problem of fascism in other places and in the contemporary era. Topics covered include fascism's charismatic leader, mass culture, totalitarian state, technology, and political violence. Course materials include secondary literature on fascism, as well as primary sources such as propaganda materials, film clips, speeches, and essays.

HIS 309

**Victorian Britain and Monsters:
A Particular History of Empire**

Satisfies SBS+

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

M/W: 2:00-3:20pm

Professor Kathleen Wilson

This course examines the cultural politics of empire and their impact on British life in the Victorian period (1837-1901.) At war with indigenous peoples in its empire for almost the entire century, and faced with restive and even revolutionary laborers, Irish Home Rulers and suffragettes on the domestic front, Victorians formulated imaginary solutions to the real social and political problems faced at home and in the colonies, and these formulations—of monsters, social or supernatural—impacted nothing less than western conceptions of modernity itself. National and imperial developments across hemispheric and transoceanic space provide the larger contexts for the two assigned novels (about monsters) and historical narratives and primary sources (about Victorian society). Finally, the course also teaches historians how to use literary fiction as historical sources (a methodology distinct from but linked to that of literature departments), in conjunction with primary and secondary historical works. Written assignments: three in-class papers, on topics to be given out the week before they are due.

HIS 312
Germany, 1890-1945

Satisfies: SBS+

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

M/W, 9:30 – 10:50 AM

Professor Young-Sun Hong

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

HIS 318
Modern European Intellectual History

Satisfies: SBS+

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

T/TH/F, 3:30-4:25 pm

Professor Lawrence Frohman

This course will provide an introduction to the major movements in philosophy, social theory, and the arts in Europe in the 19th century. It will involve the close reading of difficult texts in order to understand both the theoretical issues with which the authors were grappling and the ways in which they sought to make sense of the political, social and cultural changes that were transforming European society. The precise content and themes of the course have yet to be determined. Tentatively, there will be two papers, a midterm, and a final. However, specific course requirements are subject to change.

HIS 327
THE ARTS AS HISTORY

Satisfies: HFA+, SBS+

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

T/TH, 2:00-3:20pm

Professor April Masten

“The way we see things is affected by what we know and what we believe.” (John Berger, *Ways of Seeing*, 1972)

Art is a product of history. It acquires its form, content, and meaning from the immediate conditions of its production and reception. This course will examine art works as historical documents. It will look at the shifting social, economic, political and cultural structures, both institutional and ideological, that supported and gave meaning and value to certain kinds of visual and performance arts, at the processes of art production, and at the changing definitions of “art” and “the artist” in nineteenth-century America. During the semester, students will be introduced to concepts and readings from a variety of disciplines, and to some amazing works of visual art, music, and theater. The classes will be a mixture of lectures and discussions or workshops. We will also visit an art studio on campus. Attendance and class participation are mandatory. Other forms of student assessment will include a weekly quiz, one midterm exam, miscellaneous assignments, one 5-page paper, and one 3-minute spoken presentation illustrated with PowerPoint slides.

HIS 328
History of New York City:
From Manahatta to the Gilded Age

Satisfies: SBS+

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

T/TH 11:00 am - 12:20 pm

Prof. Jennifer Anderson

In this course, students will explore how the small island of *Manahatta*, long an integral part of the Lenape people’s ancestral homeland, was transformed into one of the most important and cosmopolitan urban centers in the world. In the semester’s first half, we’ll learn about the island’s unique ecology and Indigenous inhabitants, the arrival of Dutch settlers and their founding of New Amsterdam, the consequences of the 1664 English takeover of the city, its 18th-century development into a leading seaport with an increasingly diverse population, culminating with the British occupation during the American Revolution. In the semester’s second half, we’ll examine New York City’s astonishing growth—from the “new nation” era of the 1810s to the “Gilded Age” of the 1890s—into a vibrant global hub of immigration, culture, commerce, communications, and capitalism. For each period, we’ll consider how the city both mirrored and shaped larger political, economic, social, and cultural trends.

HIS/AAS 353
Postwar Japan

Satisfies: GLO, SBS

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

Tu/Th, 3:30-4:50 pm

Professor Janis Mimura

Japan's defeat in World War II, the atomic bomb, and the American Occupation have been defining moments in the formation of the country's postwar identity and sense of place in the world. Perhaps more than any other nation, Japan has yet to completely shed its "postwar" conscience. After considering Japan's wartime experience, we will inquire into its complex legacy and the political, economic, social, and cultural changes that took place in the transwar and postwar periods. What have been the key challenges, dilemmas, and choices made in Japan's reconstruction and reintegration into the global order? How did ordinary Japanese experience these changes? Using a wide array of secondary and primary sources, such as government documents, novels, letters, and films, this course will explore the many facets of Japan's postwar experience.

HIS 365
Environmental History of North America

Satisfies: ESI, STAS

Thematic Categories: Empires, Violence & Global Connections; Health, Science & Environmental Change

M/W 11:00 am - 12:20 pm

Professor Chris Sellers

This course delves into the history of interactions between humans and their natural environment on this continent. We will look at how people have viewed and valued the nonhuman world as well as how they have used and altered it in building a modern urban society, extending to our latter-day impacts on the world's climate. Beginning with the Indians and the early colonists, we will trace the numerous transformations--cultural, intellectual, economic, political, and technological--that contributed roots and rationales for the environmental and climate critiques of American society from the mid-20th century into the early 21st. We'll survey the historic changes on a variety of landscapes: from forests and parks to cities and factories. Events in our own Northeastern U.S. will provide geographic focus for this history, but we'll also keep an eye to related happenings elsewhere, on the North American continent and beyond. Finally, we will look at the growing array of twentieth-century movements that have identified themselves as "environmentalist," at the "greenness" of modern culture, and at the environmental dimensions of a globalizing era, in particular the rise of concerns and movements about human impacts on our climate.

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

Satisfies: DIV, SBS+

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

T/Th, 2:00 – 3:20 PM

Professor Robert Chase

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

HIS 373
Global 1960s

Satisfies: GLO, SBS+

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

M/W 11:00 am - 12:20 pm

Professor Eric Zolov

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

HIS 380
From Samba to Salsa: Latin American History Through Music

Satisfies: SBS+

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

Tuesday/Thursday: 11:00am-12:20pm

Instructor: Nicolas Allen

This class surveys modern Latin American political and social history through the lens of popular music. Whether it was polka in the liberal 19th century, samba in the populist 1930s, rock in the radical 1960s, or salsa in our globalized present, popular music has always provided a soundtrack –and an interpretive key– to modern Latin American society. How did Latin America's racialized underclasses assert their claim to the nation? How did elites accommodate (or resist) those pressures from below? More broadly, what role did popular music serve in those struggles and what was the power of music in Latin American societies? Progressing chronologically through the 20th century, we will build an understanding of the key historical trends in modern Latin America while analyzing primary and secondary sources, as well as weekly listening assignments. Coursework will include regular discussion posts, a mid-term exam, and a final independent research paper.

396 Topics in US History: Religion and Morality in Early American Society

Satisfies: SBS+

M/W 9:30 – 10:50 am

Prof. Ben Loyns

This course examines the way in which Christianity and the Enlightenment influenced early American conceptions of religion and morality. The course is divided into three sections. The first traces the migration of various groups of Christians to North America during the seventeenth century, including Puritans, Anglican, Quakers, and Catholics, and describes their influence on early colonial societies. The second examines the arrival of Enlightenment philosophy in North America during the late seventeenth century, and considers the challenge that it posed to religious conceptions of intellectual and moral authority. The third and final section examines the way in which spiritual and intellectual leaders throughout the colonies responded to the Enlightenment, and in the process fashioned the moral and religious landscape in which the United States came into being. A significant portion of the course readings will be drawn from primary sources, including the *Autobiography of Benjamin Franklin*, and the writings of George Washington, Thomas Jefferson, and other founding fathers.

HIS 396.02
Science and Technology in the Global Cold War

Satisfies: STAS

T/TH 12:30pm – 1:50pm.

Instructor: Erin Chávez

During the Cold War (1945-1989), science and technology became key fronts as the US and the USSR invested millions of dollars into scientific research as they actively competed for social, economic, technological, and cultural influence. This course adopts a transnational approach to move beyond just the US and USSR to investigate how midcentury scientific modernity influenced the culture, diplomacy, and actions of countries and international organizations around the globe. How did the pursuit of scientific and technological goals differ among countries? How did the newly emerging independent states in Africa and Asia, the rebuilding postwar Western European states, and the Eastern bloc define and pursue their own priorities of development? Among our many subjects, we will examine the growth, development, and attempts to limit the spread of nuclear weapons including the controversies over rampant nuclear testing and exposure to radiation. We will also explore the push for the peaceful uses of nuclear energy, the space race, developments in medicine, including vaccines and genetics, and the birth and eventual dominance of computer technologies.

Course Requirements: Weekly readings with 1-2 page reading analysis, weekly video content viewing with discussion questions, 1 midterm paper (6-8 pages), 1 final paper (8-10 pages). Most readings posted on Brightspace. Required Books: *The Cold War: A Very Short Introduction*, Robert J. McMahon



HIS 401.01
Senior Colloquium: American Biographies

Satisfies: EXP+, SPK, WRTD

Wednesday 3:30-6:20 pm

Prof. Jennifer Anderson

As a quick perusal of the “New Books” shelf at any library or bookstore will reveal, biography is one of the most popular genres of nonfiction writing. Many regard it as a particularly accessible form of history given its focus on the stories of real people. Indeed, in the hands of a skilled biographer, anyone’s life story can offer insights about the time and place in which they lived, as well as the larger social, political, economic, and environmental currents that shaped their experiences and perspectives. In this capstone research seminar, we’ll explore the history of the genre and read a selection of biographies about diverse Americans, including public figures and lesser-known persons. Students will undertake original research to write a biographical profile of an individual.

HIS 401.02
Senior Colloquium: The Apocalypse

Satisfies: EXP+, SPK, WRTD

Thursday: 3:30-6:20pm

Professor Eric Miller

Many people today associate the term “Apocalypse” with the “End of the World.” But, in fact, it began as a specific genre of ancient Jewish and early Christian literature that was not necessarily connected with the “End Times.” This course will examine the origins of this apocalyptic literature and its shifting worldview through the related ancient texts (such as the biblical books of Daniel and Revelation), tracing their connection to “Eschatology,” or the beliefs about the “End Times,” and follow the evolution of their ideas, interpretations, and concepts, as echoed during a few key points throughout history and culminating in the Modern World. Students will be asked to choose an example of apocalyptic belief displayed by an individual or group from a period of their choice and interest, and to write an in-depth, well-documented, properly-sourced, 10–12-page research paper exploring the ideas and influence of this person/group, as well as giving a presentation to the class explaining the highlights and conclusions of their research. Additionally, intermediate preparatory exercises and drafts will be required and discussed at various intervals to improve writing skills and oral presentation ability.