HISTORY

Departmental Office: 413 Fayerweather; 212-854-4646
http://www.history.columbia.edu

Director of Undergraduate Studies: Prof. Neslihan Şenocak, 324 Fayerweather; nsenocak@columbia.edu

Undergraduate Administrator (TBD) undergraduate-history@columbia.edu

The history curriculum covers most areas of the world and most periods of history. It encourages students to develop historical understanding in the widest sense of the word: a thorough empirical grasp along with the kind of analytical skills that come with a genuinely historical sensibility. This is done through two types of courses: lectures and seminars. Lectures range from broad surveys of the history of a place or period to more thematically oriented courses. Seminars offer students the opportunity to work more closely with historical sources in smaller groups and to do more sophisticated written work. Because history courses usually have no prerequisites, there are no preordained sequences to follow. It is advisable, however, that students take a relevant lecture course in preparation for a seminar. Majors wishing to follow a more intensive program are advised to enroll in a historiography course and to undertake a senior thesis project. Historically, majors have pursued careers in a very wide range of areas including medicine, law, mass media, Wall Street, and academia.

Advanced Placement

Students may receive 3 credits toward the overall degree requirements for a score of 5 on the AP European History exam or the AP United States History exam. No points count toward or fulfill any requirements of the history major or concentration.

Advising

During their junior and senior years, majors and concentrators are advised by the faculty members of the Undergraduate Education Committee (UNDED). UNDED advisers also review and sign Plan of Study (POS) forms for majors and concentrators at least once per year. POS forms track students’ progress toward completing all major and concentration requirements. New history majors and concentrators may see any member of UNDED. For the most up-to-date information on UNDED members, please see the undergraduate advising page of the departmental website (http://www.history.columbia.edu).

Majors and concentrators can also receive pure academic interest advising (non-requirement advising) from any faculty member and affiliated faculty member of the department.

First-years and sophomores considering a history major or concentration can seek advising from UNDED or any other faculty member.

For questions about requirements, courses, or the general program, majors and concentrators can also contact the undergraduate administrator.

Departmental Honors

To be eligible for departmental honors, the student must have a GPA of at least 3.6 in courses for the major, an ambitious curriculum, and an outstanding senior thesis. Honors are awarded on the basis of a truly outstanding senior thesis. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

Course Numbering

Courses are numbered by type:

- UN 1xxx - Introductory Survey Lectures
- UN 2xxx - Undergraduate Lectures
- UN 3xxx - Undergraduate Seminars
- GU 4xxx - Joint Undergraduate/Graduate Seminars

and field (with some exceptions):

- x000-x059: Ancient
- x060-x099: Medieval
- x100-x199: Early modern Europe
- x200-x299: East Central Europe
- x300-x399: Modern Western Europe
- x400-x599: United States
- x600-x659: Jewish
- x660-x699: Latin America
- x700-x759: Middle East
- x760-x799: Africa
- x800-x859: South Asia
- x860-x899: East Asia
- x900-x999: Research, historiography, and transnational

Seminars

Seminars are integral to the undergraduate major in history. In these courses, students develop research and writing skills under the close supervision of a faculty member. Enrollment is normally limited to approximately 15 students. In order to maintain the small size of the courses, admission to most seminars is by instructor’s permission or application.

In conjunction with the Barnard History Department and other departments in the University (particularly East Asian Languages and Cultures), the History Department offers about 25 seminars each semester that majors may use to meet their seminar requirements. While there are sufficient seminars offered to meet the needs of majors seeking to fulfill the two-seminar requirement, given the enrollment limits, students may not always be able to enroll in a particular seminar. Students should discuss with UNDED their various options for completing the seminar requirement.

The History Department has developed an on-line application system for some seminars. The department regularly provides declared majors and concentrators with information on upcoming application periods, which typically occur midway through the preceding semester. Students majoring in other fields, or students who have not yet declared a major, must inform themselves of the application procedures and deadlines by checking the undergraduate seminar page of the departmental website (http://www.history.columbia.edu).

Professors

Charles Armstrong
Volker Berghahn (emeritus)
Richard Billows
Elizabeth Blackmar
Casey Blake
Christopher Brown
Richard Bulliet (emeritus)
Elisheva Carlebach
Mark Carnes (Barnard)
Zeynep Çelik
George Chauncey
John Coatsworth (Provost)
Matthew Connelly
Victoria de Grazia
Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
Catherine Evtuhov
Barbara Fields
Eric Foner (emeritus)
Carol Gluck
Martha Howell
Robert Hymes (East Asian Language and Cultures)
Kenneth Jackson
Karl Jacoby
Matthew Jones
Ira Katznelson (Political Science)
Joel Kaye (Barnard)
Alice Kessler-Harris (emerita)
Rashid Khalidi
Dorothy Ko (Barnard)
Adam Kosto
William Leach (emeritus)
Gregory Mann
Mark Mazower
Robert McCaughey (Barnard)
Stephanie McCurry
Jose Moya (Barnard)
Mae Ngai
Susan Pedersen
Pablo Piccato
Rosalind Rosenberg (Barnard)
David Rosner (Mailman School of Public Health)
David Rothman (Physicians and Surgeons)
Simon Schama (University Professor)
Seth Schwartz
Herbert Sloan (Barnard, emeritus)
Pamela Smith
Robert Somerville (Religion)
Michael Stanislawski
Anders Stephanson
Lisa Tiersten (Barnard)
Adam Tooze
Deborah Valenze (Barnard)
Marc Van de Mieroop
Richard Wortman (emeritus)
Madeleine Zelin (East Asian Languages and Cultures)

Associate Professors
Gergely Baics (Barnard)
Lisbeth Kim Brandt (East Asian Languages and Cultures)
Paul Chamberlin
Amy Chazkel
Charly Coleman
Marwa Elshakry
Frank Guridy
Hilary Hallett
Natasha Lightfoot
Malgorzata Mazurek
Nara Milanich

Lien-Hang Nguyen
Gregory Pflugfelder (East Asian Languages and Cultures)
Caterina Pizzigoni
Anupama Rao (Barnard)
Camille Robcis
Samuel Roberts
Neslihan Senocak
Rhiannon Stephens
Gray Tuttle (East Asian Languages and Cultures)
Carl Wennerlind (Barnard)

Assistant Professors
Hannah Farber
Andrew Lipman (Barnard)
Gulnar Kendirbai (Visiting)
A. Tunç Şen
Alma Steingart
Sailakshmi Ramgopal

Lecturers in Discipline
Victoria Phillips

On Leave
Fall 2019: Armstrong, Carnes (Barnard), de Grazia, Howell, Piccato, Schwartz, Smith, Stephanson, Stephens, Tooze

Spring 2020: Armstrong, Baics, Gluck, Jackson, Piccato, Pizzigoni, Schwartz, Smith, Stephanson, Stephens, Tooze, Valenze

Guidelines for all History Majors and Concentrators
For detailed information about the history major or concentration, as well as the policies and procedures of the department, please refer to the History at Columbia Undergraduate Handbook, available for download on the departmental website (http://www.history.columbia.edu/undergraduate/handbook/).

Major in History
Students must complete a minimum of nine courses in the department, of which four or more must be in an area of specialization chosen by the student and approved by a member of UNDED. Students must also fulfill a breadth requirement by taking three courses outside of their specialization. Two of the courses taken in the major must be seminars (including one seminar in the chosen specialization).

The requirements of the undergraduate program encourage students to do two things:

1. Develop a deeper knowledge of the history of a particular time and/or place. Students are required to complete a specialization by taking a number of courses in a single field of history of their own choosing. The field should be defined, in consultation with a member of UNDED, according to geographical, chronological, and/or thematic criteria. For example, a student might choose to specialize in 20th C. U.S. History, Medieval European History, Ancient Greek and Roman History, or Modern East Asian History. The specialization does not appear on
the student’s transcript, but provides an organizing principle for the program the student assembles in consultation with UNDED.

2. Gain a sense of the full scope of history as a discipline by taking a broad range of courses. Students must fulfill a breadth requirement by taking courses outside their own specialization — at least one course removed in time and two removed in space.

a. Time: majors and concentrators must take at least one course removed in time from their specialization:
   • Students specializing in the modern period must take at least one course in the pre-modern period; students specializing in the pre-modern period must take at least one course in the modern period.
   • If the course proposed is in the same regional field as a student’s specialization, special care must be taken to ensure that it is as far removed as possible; please consult with UNDED to make sure a given course counts for the chronological breadth requirement.

b. Space: majors must take at least two additional courses in regional fields not their own:
   • These two “removed in space” courses must also cover two different regions.
   • For example, students specializing in some part of Europe must take two courses in Africa, East or South Asia, Latin America/Caribbean, Middle East, and/or the U.S.
   • Some courses cover multiple geographic regions. If a course includes one of the regions within a student’s specialization, that course cannot count towards the breadth requirement unless it is specifically approved by the Director of Undergraduate Studies. For example, if a student is specializing in 20th C. U.S. history and takes the class *World War II in Global Perspective*, the class is too close to the specialization and may not count as a regional breadth course.

All courses in the Barnard History Department as well as select courses in East Asian Languages and Cultures; Middle Eastern, South Asian, and African Studies; and other departments count toward the history major or concentration, except with explicit written approval of the UNDED chair.

- If you suspect a History course has escaped being listed at the above link and want to confirm whether or not it counts for History students, please contact the Undergraduate Administrator.

### Thematic Specializations

Suitably focused thematic and cross-regional specializations are permitted and the breadth requirements for students interested in these topics are set in consultation with a member of UNDED. Classes are offered in fields including, but not limited to:

- Ancient history
- Medieval history
- Early modern European history
- Modern European history
- United States history
- Latin American and Caribbean history
- Middle Eastern history
- East Asian history
- South Asian history

Additionally, classes are offered in thematic and cross-regional fields which include, but are not limited to:

- Intellectual history
- Jewish history
- Women’s history
- International history
- History of science

These fields are only examples. Students should work with a member of UNDED to craft a suitably focused specialization on the theme or field that interests them.

### Thesis Requirements

Majors may elect to write a senior thesis, though this is not a graduation requirement. Only senior thesis writers are eligible to be considered for departmental honors. The senior thesis option is not available to concentrators.

The yearlong HIST UN3838-HIST UN3839 Senior Thesis Seminar carries 8 points, 4 of which typically count as a seminar in the specialization. For the most up-to-date information on the field designations for history courses, please see the Courses section of the departmental website (http://www.history.columbia.edu/).

### Concentration in History

Effective February 2018, students must complete a minimum of six courses in history. At least three of the six courses must be in an area of specialization, one far removed in time, and one on a geographic region far removed in space. There is no seminar requirement for the concentration.
Fall 2019 History Courses

HIST UN1010 The Ancient Greeks 800-146 B.C.E.  4 points.
A review of the history of the Greek world from the beginnings of Greek archaic culture around 800 B.C. through the classical and hellenistic periods to the definitive Roman conquest in 146 B.C., with concentration on political history, but attention also to social and cultural developments.

Field(s): ANC

HIST UN1002 Ancient History of Mesopotamia and Asia Minor. 4 points.
A survey of the political and cultural history of Mesopotamia, Anatolia, and Iran from prehistory to the disappearance of the cuneiform documentation, with special emphasis on Mesopotamia.

Groups(s): A

HIST UN1768 European Intellectual History. 4 points.
This course provides an introduction to some of the major landmarks in European cultural and intellectual history, from the aftermath of the French Revolution to the 1970s. We will pay special attention to the relationship between texts (literature, anthropology, political theory, psychoanalysis, art, and film) and the various contexts in which they were produced. Among other themes, we will discuss the cultural impact of the Enlightenment, the French Revolution, industrialism, colonialism, modernism, the Russian Revolution, the two world wars, decolonization, feminism and gay liberation movements, structuralism and poststructuralism. In conjunction, we will examine how modern ideologies (liberalism, conservatism, Marxism, imperialism, fascism, totalitarianism, neoliberalism) were developed and challenged over the course of the last two centuries.

Participation in weekly discussion sections staffed by TAs is mandatory. The discussion sections are 50 minutes per session. Students must register for the general discussion ("DISC") section, and will be assigned to a specific time and TA instructor once the course begins.

HIST UN1786 History of the City in Latin America. 4 points.
This course covers the historical development of cities in Latin America. Readings, lectures, and discussion sections will examine the concentration of people in commercial and political centers from the beginnings of European colonization in the fifteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; changing power dynamics in modern Latin America, especially as they impacted the lives of cities’ nonelite majorities; the legalities and politics of urban space; planned versus unplanned cities and the rise of informal economies; the way changing legal and political rights regimes have affected urban life; and the constant tension between tradition and progress through which urban society was formed. There are no prerequisites for this course. Attendance at weekly Discussion Sections required.

HIST UN2112 The Scientific Revolution in Western Europe: 1500-1750. 4 points.
Introduction to the cultural, social, and intellectual history of the upheavals of astronomy, anatomy, mathematics, alchemy from the Renaissance to the Enlightenment.

Field(s): EME

HIST UN2377 INTERNATIONAL & GLOBAL HISTORY SINCE WWII. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

In this course students will explore contemporary international and global history, focusing on how states have cooperated and competed in the Cold War, decolonization, and regional crises. But lectures will also analyze how non-governmental organizations, cross-border migration, new means of communication, and global markets are transforming the international system as a whole.

Group(s): B, C, D Field(s): INTL

HIST UN2432 The United States In the Era of Civil War and Reconstruction. 4 points.
The coming of the Civil War and its impact on the organization of American society afterwards.

HIST UN2478 U.S. Intellectual History, 1865 To the Present. 3 points.
This course examines major themes in U.S. intellectual history since the Civil War. Among other topics, we will examine the public role of intellectuals; the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in secular culture; cultural radicalism and feminism; critiques of corporate capitalism and consumer culture; the response of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s.

Fields(s): US

HIST UN2523 History of Health Inequality in the Modern United States. 4 points.
Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women’s health organization and care; HIV/AIDS politics, policy, and community response; “benign neglect”; urban renewal and gentrification; medical abuses and the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies.
HIST UN2533 US Lesbian and Gay History. 4 points.
This course explores the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual and gender minorities, primarily in the twentieth century. Since the production and regulation of queer life has always been intimately linked to the production and policing of “normal” sexuality and gender, we will also pay attention to the shifting boundaries of normative sexuality, especially heterosexuality, as well as other developments in American history that shaped gay life, such as the Second World War, Cold War, urbanization, and the minority rights revolution. Themes include the emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; the sources of antigay hostility; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements.

Fall 2020: HIST UN2533
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 2533 001/12062 M W 11:40am - 12:55pm Room TBA George Chauncey 4 0/110

HIST UN2580 THE HISTORY OF UNITED STATES RELATIONS WITH EAST ASIA. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This lecture course examines the history of the relationship between the United States and the countries of East Asia in the 19th and 20th centuries. The first half of the course will examine the factors that drove the United States to acquire territorial possessions in Asia, to vie for a seat at the imperial table at China’s expense, and to eventual confrontation with Japan over mastery in the Pacific from the turn of the century leading to the Second World War. The second half of the course will explore the impact of U.S. policy toward East Asia during the Cold War when Washington’s policy of containment, which included nation-building, development schemes, and waging war, came up against East Asia’s struggles for decolonization, revolution, and modernization. Not only will this course focus on state-to-state relations, it will also address a multitude of Chinese, Japanese, Korean, and Vietnamese perspectives on the United States and American culture through translated text, oral history, fiction, and memoir.

Participation in weekly discussion sections, which will begin no later than the third week of classes, is mandatory.

HIST UN2618 The Modern Caribbean. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This lecture course examines the social, cultural, and political history of the islands of the Caribbean Sea and the coastal regions of Central and South America that collectively form the Caribbean region, from Amerindian settlement, through the era of European imperialism and African enslavement, to the period of socialist revolution and independence. The course will examine historical trajectories of colonialism, slavery, and labor regimes; post-emancipation experiences and migration; radical insurgencies and anti-colonial movements; and intersections of race, culture, and neocolonialism. It will also investigate the production of national, creole, and transborder identities. Formerly listed as "The Caribbean in the 19th and 20th centuries". Field(s): LAC

HIST UN2719 History of the Modern Middle East. 4 points.
BC: Fulfillment of General Education Requirement: Historical Studies (HIS), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Graduate students must register for HIST G6998 version of this course.
This course will cover the history of the Middle East from the 18th century until the present, examining the region ranging from Morocco to Iran and including the Ottoman Empire. It will focus on transformations in the states of the region, external intervention, and the emergence of modern nation-states, as well as aspects of social, economic, cultural and intellectual history of the region. Field(s): ME

Fall 2020: HIST UN2719
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 2719 001/12185 T Th 8:40am - 9:55am Room TBA Rashid Khalidi 4 0/220

HSME UN2810 History of South Asia I: al-Hind to Hindustan. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This survey lecture course will provide students with a broad overview of the history of South Asia as a region - focusing on key political, cultural and social developments over more than two millennia. The readings include both primary sources (in translation) and secondary works. Our key concerns will be the political, cultural and theological encounters of varied communities, the growth of cities and urban spaces, networks of trade and migrations and the development of both local and cosmopolitan cultures across Southern Asia. The survey will begin with early dynasties of the classical period and then turn to the subsequent formation of various Perso-Turkic polities, including the development and growth of hybrid political cultures such as those of Vijayanagar and the Mughals. The course also touches on Indic spiritual and literary traditions such as Sufi and Bhakti movements. Near the end of our course, we will look forward towards the establishment of European trading companies and accompanying colonial powers.

HIST UN3011 The Second World War. 4 points.
This course surveys some of the major historiographical debates surrounding the Second World War. It aims to provide student with an international perspective of the conflict that challenges conventional understandings of the war. In particular, we will examine the ideological, imperial, and strategic dimensions of the war in a global context. Students will also design, research, and write a substantial essay of 15-18 pages in length that makes use of both primary and secondary sources.
HIST UN3019 Rivers, Politics, and Power in the United States. 4 points.

Rivers have played a central role in the creation of the modern United States whether through the trade networks they formed or the rise of the environmental movement in the twentieth century when stinking and burning rivers across the nation made it impossible to ignore the costs of economic progress. This seminar begins by defining rivers as a unique natural and historical process, followed by an exploration of rivers connections to the rise of capitalism and nationalism, but the course focuses on the history of the twentieth century when rivers become important international borders, cities boomed, and citizens debated how to control rivers and the people who lived along them. While rivers such as the Columbia River have served to concentrate wealth and political power through government-built dams administered by an elite group of bureaucrats, others like many of the flood-prone rivers of the South have limited both economic development and landlord’s ability to control people. This seminar is an environmental, political, and social history of rivers in the United States, that uses the two rivers closest to Columbia’s campus, the Hudson and Harlem rivers, as case studies for the entire course.

HIST UN3032 Pre-Colonial Mesoamerican Societies and Cultures, ca. 1200 BCE-1600 CE. 4 points.
This course explores the histories, social organizations, and material cultures of the pre-colonial peoples of Central America and Mexico between ca. 1200 BCE and 1600 CE, with a particular focus on the three best-attested societies: the Olmecs, the Maya, and the Aztecs. Through an interdisciplinary examination of textual and archaeological sources, the class will address the extent to which one can highlight a common ‘Mesoamerican’ worldview as a lens to better understand the societies of this region. (No prerequisites)

HIST UN3069 History of the American Middle Class. 4 points.
What does it mean to be middle class in America, and what has it meant historically? This course examines the history of middle-class status in America, from the early days of professionalization and corporate bureaucracy, to the progressive era political mobilization, to the mid-century consumerist era, to the present white collar precariat. By looking at cultural habits, social organization, and political engagement, and by examining materials from living room furniture to avocado toast, we’ll chart the rise and fall of the most sought-after class denomination in American history.

HIST UN3335 20th Century New York City. 4 points.
This course explores critical areas of New York’s economic development in the 20th century, with a view to understanding the rise, fall and resurgence of this world capital. Discussions also focus on the social and political significance of these shifts. Assignments include primary sources, secondary readings, film viewings, trips, and archival research. Students use original sources as part of their investigation of New York City industries for a 20-page research paper. An annotated bibliography is also required. Students are asked to give a weekly update on research progress, and share information regarding useful archives and websites.

HIST UN3838 Senior Thesis Seminar. 4 points.
A year-long course for outstanding senior majors who want to conduct research in primary sources on a topic of their choice in any aspect of history, and to write a senior thesis possibly leading toward departmental honors.

Spring 2020: HIST UN3838

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<th>Instructor</th>
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<td>Elisheva Carlebach</td>
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<td>002/12153</td>
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<td>George Chauncey</td>
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<td>HIST 3838</td>
<td>003/12154</td>
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<td>Natasha Lightfoot</td>
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<td>HIST 3838</td>
<td>004/12156</td>
<td>W 4:10pm - 6:00pm 302 Fayerweather</td>
<td>Hilary-Anne Hallett</td>
<td>4</td>
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CSER UN3928 Colonization/Decolonization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor’s permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

Fall 2020: CSER UN3928

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<td>CSER 3928</td>
<td>001/12187</td>
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<td>Manan Ahmed</td>
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HIST UN3930 The Eastern Mediterranean in the Late Bronze Age. 4 points.
This course presents a comparative study of the histories of Egypt, the Near East, Anatolia and the Aegean world in the period from c. 1500-1100 BC, when several of the states provide a rich set of textual and archaeological data. It will focus on the region as a system with numerous participants whose histories will be studied in an international context. The course is a seminar: students are asked to investigate a topic (e.g., diplomacy, kingship, aspects of the economy, etc.) in several of the states involved and present their research in class and as a paper.
HIST GU4083 Crime and Punishment in the Middle Ages. 4 points.
Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor’s permission.

How a society defines crime, and how it deals with the criminals tells us a lot about the moral values, and the political and economic structure of that society, as well as its internal conflicts, superstitions, and fears. Often supposed to be a barbaric community of ignorant unruly men governed by greedy kings and popes, the medieval society in the popular culture is often an inspiration to the grotesque representations of violence and torture. Even an intellectual like Michel Foucault did not hesitate to advance a theory of medieval punishment, albeit a terribly wrong one, as one that focuses on the body and spectacle. This course is designed to trace the origins of the modern criminal legislation and practices to the Middle Ages, some of which were jury trial, public persecution, and prisons. How did these practices come about, and under which social conditions? The focus of the course will be on violent crimes, such as murder, robbery, assault and suicide, and some particularly medieval crimes like sorcery, blasphemy and sodomy. The geographical scope will be limited to England, Italy and France. The class discussions are expected to take the form of collective brainstorming on how the political powers, social classes, cultural values, and religious beliefs affect the development of criminal legislation and institutions. Whenever possible the weekly readings will feature a fair share of medieval texts, including trial records, criminal laws, a manual for trying witches, and prison poetry. Field(s): *MED

HIST GU4121 MARGINS OF HISTORIOGRAPHY. 4 points.

Prerequisites: Reading knowledge of Turkish and/or French is desirable but not mandatory. Students who cannot read Turkish but are interested in enrolling are still encouraged to contact the course instructors. This seminar aims to open a window onto historiographic traditions from overlooked contexts, with the argument that they broaden the field from much needed empirical and theoretical perspectives, while at the same time offer new venues to trigger critical thinking. Relying on their respective specialties, Professors Çelik and Şen will familiarize the students with the key works, trends, and names of the rigorous and essential scholarship in Ottoman-Turkish historiography that students of Ottoman-Turkish-Middle East history should be familiar with for their research and teaching. This exposure will also serve well history students in other areas in building comparative frameworks. Weekly discussion topics will range from economic and social history to history of science, urban history, and visual and literary culture, altogether coalescing into a multi-dimensional picture. Each week the instructors will present the major scholarly traditions and introduce key historians by intersecting them with the twentieth-century politico-cultural history. These presentations will be followed by the close discussion of assigned readings (mostly in English and to a limited extent in Turkish and French), with references to relevant historiographical traditions effective at the time on a global scale. Along the way, the students will be exposed to the work of legendary historians, among them Halil İnalcık and Ömer Lütfi Barkan, who examined exhaustive periods of Ottoman history, shifting from economic to social and cultural history and triangulating their arguments from different angles.

HIST GU4217 Women as Cold War Weapons. 4 points.

Cold War ideological campaigns for the “hearts and minds” abutted “hot war” confrontations between 1945 and 1991, and women engaged with both. This course has three purposes: (i) to examine the role of women in the United States as a reflection and enactment of Cold War politics; (ii) to provide an understanding of cultural forces in building ideas in foreign markets; (iii) to reframe the understanding of power as a strategy of United States Cold War battles. To this end, the class will open with a history and examination of women and the traditional narratives of the nation at “wars,” and then continue to explore the political power of women, cultural diplomacy, military operations, and conclude with two case studies. This seminar examines the history of government and private sector mechanisms used to export national ideals by and about women in order to enact American foreign policy agendas in the Cold War. To build their knowledge, students will be asked to parse primary materials in the context of secondary readings. They will do class presentations and present at a conference, and will have the opportunity to discuss their interests with leading scholars of the Cold War. The requirements include significant weekly readings, postings, attendance at discussions, a class presentation, and participation in the class conference at the conclusion of the semester.

HIST GU4426 People of the Old South. 4 points.

No place or period in American history has ignited more passion or brought into being a richer trove of first-rate scholarship than the South during the years before the Civil War. On the other hand, no place or period in American history has generated more misguided scholarship or more propaganda. In this course, students will sample historical literature and primary sources about the Old South, evaluating the interpretations historians have offered and scrutinizing some of the documents on which historians of the Old South have based their conclusions.

HIST GU4455 Transnational Migration and Citizenship. 4 points.

This course will read recent scholarship on migration and citizenship (with some nod to classic works), as well as theoretical work by historians and social scientists in the U.S. and Europe on the changing conceptual frameworks that are now shaping the field. The first half of the course will read in the literature of U.S. immigration history. The second half of the course is comparative, with readings in the contexts of empire, colonialism and contemporary refugee and migration issues in the U.S. and Europe.

HIST GU4470 Cold War Power. 4 points.

Cold War “soft power” ideological campaigns for the “hearts and minds of men” abutted “hot war” confrontations between 1945 and 1991 and beyond. This seminar examines the history of government and private sector mechanisms used to export national ideals and ideas about America in order to enact foreign policy agendas in contested regions. The class will open with an examination of power - hard and soft - propaganda, “truth,” and “informational” practices - and then continue to explore cultural diplomacy. Primary sources including radio broadcasts, music, agriculture, and architecture are examined in the context of secondary readings about the Cold War. Because New York City became postwar “cultural capital of the world,” student trips include the Rockefeller Archives Center, the Museum of Radio and Television, Columbia University’s Avery Architectural and Fine Arts archives, and the Oral History Research Center, Rare Book and Manuscript Library.

This course has three purposes: (i) to examine the role of culture as a reflection and enactment of Cold War politics; (ii) to provide an understanding of cultural forces in building ideas in foreign markets; (iii) to reframe the understanding of “soft” and “hard” power as a strategy of Cold War battles.
HIST GU4588 Substance Abuse Politics in African-American History. 4 points.
Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

Through a series of secondary- and primary-source readings and research writing assignments, students in this seminar course will explore one of the most politically controversial aspects in the history of public health in the United States as it has affected peoples of color: intoxicating substances. Course readings are primarily historical, but sociologists, anthropologists, and political scientists are also represented on the syllabus. The course's temporal focus - the twentieth century - allows us to explore the historical political and social configurations of opium, alcohol, heroin, cocaine, medical maintenance (methadone), the War on Drugs, the carceral state and hyperpolicing, harm reduction and needle/syringe exchange. This semester's principal focus will be on the origins and evolution of the set of theories, philosophies, and practices which constitute harm reduction. The International Harm Reduction Association/Harm Reduction International offers a basic, though not entirely comprehensive, definition of harm reduction in its statement, "What Is Harm Reduction?" (http://www.ihra.net/what-is-harm-reduction): "Harm reduction refers to policies, programmes and practices that aim to reduce the harms associated with the use of psychoactive drugs in people unable or unwilling to stop. The defining features are the focus on the prevention of harm, rather than on the prevention of drug use itself, and the focus on people who continue to use drugs."[1] Harm reduction in many U.S. communities of color, however, has come to connote a much wider range of activity and challenges to the status quo. In this course we will explore the development of harm reduction in the United States and trace its evolution in the political and economic context, urban neoliberalism, and no-tolerance drug war. The course will feature site visits to harm reduction organizations in New York City, guest lectures, and research/oral history analysis. This course has been approved for inclusion in both the African-American Studies and History undergraduate curricula (majors and concentrators). HIST W4588 will be open to both undergraduate and masters students. To apply, please complete the Google form at https://docs.google.com/forms/d/1xaPFhQOzkId1NHnijQien9h4ielt2hXAdhv59D5wH8AQ/viewform?usp=send_form. Questions may be directed to skroberts@columbia.edu.

HIST GU4924 Spatial History and Historical GIS. 4 points.
This course introduces students to the emerging methodologies that combine geographic information systems (GIS) with historical thinking. Students will study and evaluate the benefits and limitations of key works in historical GIS, become familiar with basic principles of cartographic design, and learn technical skills to create their own HGIS project.

Spring 2020 History Courses

HIST UN1004 Ancient History of Egypt. 4 points.

A survey of the history of ancient Egypt from the first appearance of the state to the conquest of the country by Alexander of Macedon, with emphasis of the political history, but also with attention to the cultural, social, and economic developments.

HIST UN1020 The Romans and Their World. 4 points.

This course examines the history of the Roman Empire from the formation of the Roman monarchy in 753 BCE to the collapse of the Western Empire in 476 CE. At the heart of the class is a single question: how did the Roman Empire come to be, and why did it last for so long? We will trace the rise and fall of the Republic, the extension of its power beyond Italy, and the spread of Christianity. Epic poetry, annalistic accounts, coins, papyri, inscriptions, and sculpture will illuminate major figures like Cleopatra, and features of daily life like Roman law and religion. The destructive mechanics by which Rome sustained itself—war, slavery, and environmental degradation—will receive attention, too, with the aim of producing a holistic understanding this empire. Discussion Section Required.

HIST UN2051 Europe in the Age of Total War - 1900-1950. 4 points.

This course explores the experience of men and women in Europe during the two world wars using written sources, films, memoirs, and popular cultural artifacts. This course covers the major transformations in European politics, technology, culture, philosophy, economy, art, and music in the first half of the century. Topics include the rush to arms in 1914; treatment of shell shock; the war poets; life on the home front; women's roles; pacifism between the wars; Nazi "blitzkrieg" and total war; terror in everyday life; civilian reactions to aerial bombing and psychology in war; the Holocaust, and postwar reconstruction and the treatment of refugees.

HIST UN2222 Nature and Power: Environmental History of North America. 4 points.

Environmental history seeks to expand the customary framework of historical inquiry, challenging students to construct narratives of the past that incorporate not only human beings but also the natural world with which human life is intimately intertwined. As a result, environmental history places at center stage a wide range of previously overlooked historical actors such as plants, animals, and diseases. Moreover, by locating nature within human history, environmental history encourages its practitioners to rethink some of the fundamental categories through which our understanding of the natural world is expressed: wilderness and civilization, wild and tame, natural and artificial.

For those interested in the study of ethnicity, environmental history casts into particularly sharp relief the ways in which the natural world can serve both to undermine and to reinforce the divisions within human societies. Although all human beings share profound biological similarities, they have nonetheless enjoyed unequal access to natural resources and to healthy environments—differences that have all-too-frequently been justified by depicting such conditions as "natural."
HIST UN2235 The First American Gilded Age, 1870-1919. 4 points.
Pundits and scholars have in recent years dubbed our current era of heightened inequality "the second American Gilded Age." This course examines the first Gilded Age, named by Mark Twain and Charles Warner Dudley in 1873, with a focus on issues that continue to resonate today: the structures of social inequality, technological innovation and the changing conditions of work, immigration, the power of corporations and banks, the origins of the Jim Crow regime, American policies toward Indian Country, international interventions, ecological degradation, the structure of government (from separation of powers to states' rights and municipal initiatives), political corruption, and grassroots political mobilizations. By comparing and contrasting both institutional change and the experiences of ordinary people in the two eras, the course aims to sharpen our analysis of how debates over political economy and Constitutional rights at the turn of the twentieth century structured possibilities of democracy in the decades that followed. Readings include novels, memoirs, diaries, and legislative hearings as well as historical scholarship.

HIST UN2298 The Soviet Century: Russia and Eurasia 1917-present. 4 points.
The Soviet Union in many ways defined the previous century. An experiment in social engineering that took place in the largest country in the world (1/6th of the globe) from 1917-1991, the world's first socialist state inspired and terrified people around the world. We will explore how the Bolsheviks tried to turn Marxist ideology into social policy, providing education and social mobility on an unprecedented scale while also building one of the most repressive states in world history. This lecture course follows attempts to create a new type of state, a new type of person and how both of these projects evolved over time. We will also see how this system defeated fascism in the largest war in world history, only to crumble after a period of relative stability. We will watch a number of films, as well as read novels, memoirs and major government publications. In the course of the semester you will take two exams and write one research paper on a topic of your choice. In addition to lectures, there will be a recitation section to discuss these texts and films.

HIST UN2336 Everyday Communism. 4 points.
Prerequisites: Coreq discussion section HIST UN2237
This lecture course comparatively and transnationally investigates the twentieth-century communism as a modern civilization with global outreach. It looks at the world spread of communism as an ideology, everyday experience, and form of statehood in the Soviet Union, Europe, Asia (Mao's China), and post-colonial Africa. With the exception of North America and Australia, communist regimes were established on all continents of the world. The course will study this historical process from the October Revolution (1917) to the Chernobyl nuclear disaster (1986), which marked the demise of communist state. The stress is not just on state-building processes or Cold War politics, but primarily on social, gender, cultural and economic policies that shaped lived experiences of communism. We will closely investigate what was particular about communism as civilization: sexuality, materiality, faith, selfhood, cultural identity, collective, or class and property politics. We will explore the ways in which "ordinary people" experienced communism through violence (anti-imperial and anti-fascist warfare; forced industrialization) and as subjects of social policies (gender equality, family programs, employment, urban planning). By close investigation of visual, material and political representations of life under communism, the course demonstrates the variety of human experience outside the "West" and capitalist modernity in an era of anti-imperial politics, Cold War, and decolonization, as well as current environmental crisis.

HIST UN2335 The First American Gilded Age, 1870-1919. 4 points.

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HIST UN2298 The Soviet Century: Russia and Eurasia 1917-present. 4 points.

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HIST UN2323 Nineteenth-Century Britain. 3 points.
This course covers all aspects of British history – political, imperial, economic, social and cultural – during the century of Britain’s greatest global power. Particular attention will be paid to the emergence of liberalism as a political and economic system and as a means of governing personal and social life. Students will read materials from the time, as well as scholarly articles, and will learn to work with some of the rich primary materials available on this period.

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HIST UN2661 LATIN AMERICAN CIVILIZATION II. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores major themes in Latin American history from the independence period (ca 1810) to the present. We will hone in on Latin America’s “chronic” problems of social inequality, political polarization, authoritarianism, incomplete democratization, and acrimonious memory politics. The course covers economic, social, and cultural histories, and gives special weight to the transnational aspects of Latin American ideological struggles—from its dependency on Western capital to its unique “inner Cold War”—and the way they influenced the subaltern strata of society. The section discussions are a crucial component of the course and will focus on assigned historiography. While the lecture centers on constructing a cogent meta-narrative for Latin America’s modern era, in the section we will explore not only the historical “facts,” but will instead ask: how do historians know what they know about the past? What sources and analytic methods do they use to write history? And what ethical dilemmas do they confront when narrating politically-sensitive topics?

Spring 2020: HIST UN2661
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 2661 001/20155 T Th 4:10pm - 5:25pm 417 Mathematics Building Daniel Kressel 3 15/75

HIST UN2881 Vietnam in the World. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course examines the history of Vietnam in the World and serves as a follow-up to ASCE UN1367: Introduction to East Asian Civilizations, Vietnam (though it is not a prerequisite). This course will explore Vietnam’s multifaceted relations with the wider world from the late 19th Century to present day as war—ranging from civil, imperial, global, decolonization, and superpower interventions—forged the modern imperial polity to the current nation-state.

Spring 2020: HIST UN2881
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 2881 001/20157 T Th 10:10am - 11:25am 413 Kent Hall Wynn Gadkar 4 12/60

HIST UN2897 Topics in Modern Ukrainian History. 4 points.

Ukraine has had a tumultuous twenty-first century—an ongoing war, two revolutions, economic crises, and political intrigue. The origins of these events are rooted in the country’s recent past. This lecture course focuses on Ukrainian history from the early nineteenth century to the present day. Questions to be examined include: What factors influenced the construction and transformation of Ukrainian national identity(ies)? How did an independent Ukrainian state emerge and why are its borders contested today? How does historical memory influence Ukraine’s contemporary political and social life? What role does Ukraine play in the broader histories of Central and Eastern Europe?

Spring 2020: HIST UN2897
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 2897 001/25192 T Th 4:10pm - 5:25pm 633 Seeley W. Mudd Building Oksana Ynnyk 4 2/75

HIST UN2953 War and Society since 1945. 4 points.

This course surveys the second half of the most violent century in human history. It examines the intersection of war and human society in the years after 1945 by focusing on two monumental and intertwined historical processes: Decolonization and the Cold War. While the conflict between the United States and the Soviet Union would fail to produce any general wars between two belligerents, this superpower rivalry would help to make the global process of decolonization in the developing a particularly violent affair.

Spring 2020: HIST UN2953
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 2953 001/12060 M W 11:40am - 12:55pm 417 Mathematics Building Paul Chamberlin 4 57/75

HIST UN2987 Technology and US Politics. 4 points.

The course investigates the relation between politics and technology in the Unites States during the twentieth century. Following the telegraph, radio, the mainframe computer, the internet, and online platforms, the course asks how have Americans conceptualized the relation between technological developments and democratic ideals starting in the late nineteenth century? Are new technologies forms of control or of liberation? Do they enhance or curtail free speech? Has the public sphere been strengthened or weakened by new communication technologies? What has been the rule of government regulation in the adoption of these technologies? Students will be introduced to basic ideas and methodologies in the history of technology, while focusing on the relation between politics of technology.

Spring 2020: HIST UN2987
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 2987 001/25194 T Th 10:10am - 11:25am 417 Mathematics Building Alma Steingart 4 10/75

HIST UN3012 Uganda in the mission archive: African voices and colonial documents. 4 points.

This course introduces students to researching and writing African colonial history with a specific focus on Uganda. Students will be guided through the missionary sources available at Columbia and we will discuss how African voices can and cannot be found in these archives. At the end of the semester students will have produced an original primary source paper on Ugandan history.

Spring 2020: HIST UN3012
Course Number Section/Call Times/Location Instructor Points Enrollment
HIST 3012 001/16853 M W 11:40am - 12:55pm 302 Fayerweather Rhannon Stephens 4 4/15
HIST UN3027 The History of Philanthropy in the United States from the Gilded Age to Present. 4 points.
This seminar introduces students to readings in the history of philanthropy in the United States from 1890s to the early 21st century. The course examines the role of philanthropy in the development of American society and politics while entering debates about philanthropy's relationship to democracy and inequality. A familiarity with 20th century United States history is recommended.

Spring 2020: HIST UN3027
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<td>HIST 3027</td>
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<td>Th 4:10pm - 6:00pm</td>
<td>Micah McElroy</td>
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HIST UN3030 Immigration and Citizenship in American History. 4 points.
This course explores the meaning of American citizenship in connection with the country's immigration history. Topics include historic pathways to citizenship for migrants; barriers to citizenship including wealth, race, gender, beliefs and documentation; and critical issues such as colonialism, statelessness, dual nationality, and birthright citizenship. We will ask how have people become citizens and under what authority has that citizenship been granted? What are the historic barriers to citizenship and how have they shifted over time? What major questions remain unanswered by Congress and the Supreme Court regarding the rights of migrants to attain and retain American citizenship?

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<td>Jessica Lee</td>
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HIST UN3061 ISLAM AND EUROPE IN THE MIDDLE AGES. 4 points.
This course explores the encounter between Europe, broadly conceived, and the Islamic world in the period from the seventh to the thirteenth centuries. While the Latin Christian military expeditions that began in the late eleventh century known as the Crusades are part of this story, they are not the focus. The course stresses instead the range of diplomatic, commercial, intellectual, artistic, religious, and military interactions established well before the Crusades across a wide geographical expanse, with focal points in Iberia and Southern Italy. Substantial readings in primary sources in translation are supplemented with recent scholarship. [Students will be assigned on average 150-200 pages of reading per week, depending on the difficulty of the primary sources; we will read primary sources every week.]

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HIST UN3171 Who Counts?: U.S. Census and Politics. 4 points.
The 2020 census is upon us and controversy abounds! On the face of it nothing seems simpler (or, perhaps, duller) than counting the number of inhabitants in the United States. However, if the history of the US census tells us anything, it is that the project is both technically complex and politically salient. This seminar interrogates the history of the US census through a series of controversies that erupted around the census in the twentieth century. We will ask: What can the census tell us about the meaning of democracy in the United States? How has the uses of the census been transformed over time? How has the information asked on the census increased and how does it reflect changing political agendas? How have the categories on the census changed over time? How have activists mobilized around the census to gain political representation?

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HIST UN3225 ASIATIC RUS: EMPIRE & STATE. 4 points.
The aim of this course is to provide students with a fresh perspective on the concept of Eurasia originating in imperial Russian intellectual history. The course sets out to highlight the impact of nomadic political cultures on shaping the operation of Russian imperial policies and practices and their legacies, a perspective that is typically not represented in Eurasian and Russian history courses as a major idea of analysis. The course's focus therefore will be on the spread of Russian rule over Eurasia's steppes and Turkestan. Among other things, the course explores how the interplay of the nomadic concepts of sovereignty and territoriality enabled the rise of the Russian empire. Beyond ethnic and cultural history special attention will be devoted to economic and military history, as well as political institutions and diplomacy. We will also look at the ways in which the concept of Eurasia continued to inspire Soviet and post-Soviet politicians and other related groups to construct and reconstruct boundaries between East and West.

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HIST UN3268 The Critique of Curiosity. 4 points.
"All persons desire to know," Aristotle declared in his Metaphysics. But given that not all desires are good ones, the question naturally arises whether curiosity is. In the era of modern science and education, we tend to take this for granted. But for centuries – also well before Aristotle – people have concluded just the opposite. Their reasons have been various: religious, psychological, philosophical, pragmatic. In this junior seminar we will examine select thinkers in the stream of Western thought that has questioned the value of curiosity and, more fundamentally, of knowledge itself.

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<td>Mark Lilla</td>
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HIST 3277 History of Urban Crime and Policing in Latin America in Global Perspective. 4 points.
This seminar will examine the social construction of criminality and the institutions that developed to impose and enforce the criminal law as reflections of Latin American society throughout the region’s history, with a particular emphasis on the rise of police forces as the principal means of day-to-day urban governance. Topics include policing and urban slavery; policing the urban “underworld”; the changing cultural importance of police in urban popular culture; the growth of scientific policing methods, along with modern criminology and eugenics; policing and the enforcement of gender norms in urban public spaces; the role of urban policing in the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law; and the transnational movement of ideas about and innovations in policing practice. In our readings and class discussions over the course of the semester, we will trace how professionalized, modern police forces took shape in cities across the region over time. This course actually begins, however, in the colonial period before there was anything that we would recognize as a modern, uniformed, state-run police force. We will thus have a broad perspective from which to analyze critically the role of police in the development of Latin American urban societies—in other words, to see the police in the contemporary era as contingent on complex historical processes, which we will seek to understand.

HIST 3429 Telling About the South. 4 points.
A remarkable array of Southern historians, novelists, and essayists have done what Shreve McCannon urges Quentin Compson to do in William Faulkner’s Absalom, Absalom!—tell about the South—producing recognized masterpieces of American literature. Taking as examples certain writers of the 19th and 20th centuries, this course explores the issues they confronted, the relationship between time during which and about which they wrote, and the art of the written word as exemplified in their work. Group(s): D Field(s): US Limited enrollment. Priority given to senior history majors. After obtaining permission from the professor, please add yourself to the course wait list so the department can register you in the course.

HIST 3437 Poisoned Worlds: Corporate Behavior and Public Health. 4 points.
Priority given to majors and concentrators, seniors, and juniors.
In the decades since the publication of Silent Spring and the rise of the environmental movement, public awareness of the impact of industrial products on human health has grown enormously. There is growing concern over BPA, lead, PCBs, asbestos, and synthetic materials that make up the world around us. This course will focus on environmental history, industrial and labor history as well as on how twentieth century consumer culture shapes popular and professional understanding of disease. Throughout the term the class will trace the historical transformation of the origins of disease through primary sources such as documents gathered in lawsuits, and medical and public health literature. Students will be asked to evaluate historical debates about the causes of modern epidemics of cancer, heart disease, lead poisoning, asbestos-related illnesses and other chronic conditions. They will also consider where responsibility for these new concerns lies, particularly as they have emerged in law suits. Together, we will explore the rise of modern environmental movement in the last 75 years.

HIST 3604 Jews and the City. 4 points.
Priority given to majors and concentrators, seniors, and juniors.
Prerequisites: the instructor’s permission.
Over the course of the nineteenth century, millions of Jews uprooted themselves from their places of birth and moved to cities scattered throughout the world. This mass urbanization not only created new demographic centers of world Jewry, but also fundamentally transformed Jewish political and cultural life. In this course, we shall analyze primary source material, literary accounts as well as secondary sources as we examine the Jewish encounter with the city, and see how Jewish culture was shaped by and helped to shape urban culture. We shall compare Jewish life in six cities spanning from Eastern Europe to the United States and consider how Jews’ concerns molded the urban economy, urban politics, and cosmopolitan culture. We shall also consider the ways in which urbanization changed everyday Jewish life. What impact did it have on Jewish economic and religious life? What role did gender and class play in molding the experiences of Jews in different cities scattered throughout the world?
Field(s): JWS/EME

HIST UN3779 Africa and France. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: reading knowledge of French is highly encouraged. This course endeavors to understand the development of the peculiar and historically conflictual relationship that exists between France, the nation-states that are its former African colonies, and other contemporary African states. It covers the period from the 19th century colonial expansion through the current ‘memory wars’ in French politics and debates over migration and colonial history in Africa. Historical episodes include French participation in and eventual withdrawal from the Atlantic Slave Trade, emancipation in the French possessions, colonial conquest, African participation in the world wars, the wars of decolonization, and French-African relations in the contexts of immigration and the construction of the European Union. Readings will be drawn extensively from primary accounts by African and French intellectuals, dissidents, and colonial administrators. However, the course offers neither a collective biography of the compelling intellectuals who have emerged from this relationship nor a survey of French-African literary or cultural production nor a course in international relations. Indeed, the course avoids the common emphasis in francophone studies on literary production and the experiences of elites and the common focus of international relations on states and bureaucrats. The focus throughout the course is on the historical development of fields of political possibility and the emphasis is on sub-Saharan Africa. Group(s): B, C Field(s): AFR, MEU

HIST UN3838 Senior Thesis Seminar. 4 points.
A year-long course for outstanding senior majors who want to conduct research in primary sources on a topic of their choice in any aspect of history, and to write a senior thesis possibly leading toward departmental honors.

HIST UN3931 The Golden Age of Athens. 4 points.
The 5th century BCE, beginning with the Persian Wars, when the Athenians fought off the might of the Persian Empire, and ending with the conclusion of the Peloponnesian War in 404, is generally considered the "Golden Age" of ancient Athens. This is the century when Athenian drama, both tragedy and comedy, thrived; when the Greeks began to develop philosophy at Athens, centered around the so-called "Sophistic movement" and Sokrates; when classical Greek art and architecture approached perfection in the monuments and sculptures of the great Athenian building programs on and around the Akropolis. This seminar will cover the political, military, economic, social, and cultural history of Athens' "Golden Age". Much of the course reading will be drawn from the ancient Athenian writing themselves, in translation. Everyone will be required to read enough to participate in weekly discussions; and all students will prepare two oral reports on topics to be determined. The course grade will be based on a ca. 20-25 page research paper to be written on an agreed upon topic. Group(s): A Field(s): *ANC

HIST UN3779 Spinoza to Sabbattai: Jews in Early Modern Europe. 4 points.
A seminar on the historical, political, and cultural developments in the Jewish communities of early-modern Western Europe (1492-1789) with particular emphasis on the transition from medieval to modern patterns. We will study the resettlement of Jews in Western Europe, Jews in the Reformation-era German lands, Italian Jews during the late Renaissance, the rise of Kabbalah, and the beginnings of the quest for civil Emancipation. Field(s): JWS/EME

Spring 2020: HIST UN3645

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Spring 2020: HIST UN3779

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Spring 2020: HIST UN3838

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Spring 2020: HIST UN3931

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HIST UN3942 Constitutions and Democracy in the Middle East. 4 points.
Prerequisites: application requirements: SEE UNDERGRAD SEMINAR SECTION OF DEPARTMENT'S WEBSITE.
Where the establishment of sustainable democracies is concerned, the Middle East has perhaps the poorest record of all regions of the world since World War II. This is in spite of the fact that two of the first constitutions in the non-Western world were established in this region, in the Ottoman Empire in 1876 and in Iran in 1906. Notwithstanding these and other subsequent democratic and constitutional experiments, Middle Eastern countries have been ruled over the past century by some of the world's last absolute monarchies, as well as a variety of other autocratic, military-dominated and dictatorial regimes. This course, intended primarily for advanced undergraduates, explores this paradox. It will examine the evolution of constitutional thought and practice, and how it was embodied in parliamentary and other democratic systems in the Middle East. It will examine not only the two Ottoman constitutional periods of 1876-78 and 1908-18, but also the various precursors to these experiments, and some of their 20th century sequels in the Arab countries, Turkey and Iran. This will involve detailed study of the actual course of several Middle Eastern countries' democratic experiments, of the obstacles they faced, and of their outcomes. Students are expected to take away a sense of the complexities of the problems faced by would-be Middle Eastern democrats and constitutionalists, and of some of the reasons why the Middle East has appeared to be an exception to a global trend towards democratization in the post-Cold War era.

HIST GU4218 The Black Sea in History. 4 points.
We are used to thinking of history in national terms, or at least in reference to major civilizations (“Western civilization,” “Near Eastern civilization,” etc.). In “real life,” however, interactions among people, linguistic communities, and cultures frequently cut across political divisions. Water – rivers, streams, seas – is often an invitation to settlement, commerce, and conquest. This course offers a look (inspired in part by Fernand Braudel’s Mediterranean) at a body of water – the Black Sea – and the lands around it, in sweeping historical perspective. Focus is on those moments when the various civilizations and empires that originated and flourished around the Black Sea met and intersected in friendship or in enmity. We will look at ancient civilizations, Greek colonization, Byzantine-Slav interactions, the period of Ottoman dominance, Russian-Turkish rivalry, and decolonization and wars in the 19th and 20th centuries. We hope that we will be able to pay particular attention to questions of ecology, language, religion, and cultural interaction throughout.

HIST GU4236 Monuments and Memories in 20th Century Europe. 4 points.
In this course we will revisit the history of Europe in the 20th Century as it was remembered. We will also uncover some stories that have been mostly forgotten. We will explore the consequences of remembering and forgetting as they played themselves out in the European continent over the past few generations focusing particular attention on events and approaches in Eastern Europe and the former Soviet Union. Units will cover World War I, the Spanish Civil War, Stalinism, the Nazi occupation, World War II, the Holocaust, and the rise and fall of European state socialism. We will look at efforts in the cultural, legal, and political realms to answer the question: why do societies work to remember the past, and what reasons may many have to forget? Throughout the semester students will develop the skills necessary to research and write a proposal for memorial creation (or removal) and each will author a proposal in consultation with the class and with professionals who have done similar work locally.

HIST GU4278 Men in Crisis: Europe, 1890-1945. 4 points.
Through readings of gender theory, historical monographs, novels, and visual media, this seminar unfolds a new historical problematic, namely, the “crisis” models of manhood emerging from late European imperialism. Against the background of the crisis of imperial Europe, the war-mongering, militarism, and total and civil wars, the seminar contextualizes the complex gender ideals behind the Nietzschean “Superman,” fallen Warrior of World War I, the Fascist New Man, Fordist Worker, Soviet New Man, Judeo-Bolshevik, the Anti-Fascist Partisan.
History

HIST GU4518 Research Seminar: Columbia and Slavery. 4 points.
In this course, students will write original, independent papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbia College and its colonial predecessor King's College, with the institution of slavery.

Spring 2020: HIST GU4518
Course Number: 4518
Section/Call Number: 001/12175
Times/Location: W 10:10am - 12:00pm
Instructor: Elizabeth Blackmar, Thai Jones
Points: 4
Enrollment: 13/15

Fall 2020: HIST GU4518
Course Number: 4518
Section/Call Number: 001/12077
Times/Location: W 10:10am - 12:00pm
Room TBA
Instructor: Karl Jacoby
Points: 4
Enrollment: 0/22

HIST GU4522 Jews, Magic, and Science in Premodern Europe. 4 points.
This seminar explores the historical relationship between Jews, magic, and science in premodern Europe. We will consider magical and scientific beliefs as both separate and intersecting endeavors that provide a window into understanding how Jews viewed, made sense of, and tried to manipulate the world around them. Through close reading of secondary and primary sources on the subject, we will discuss the boundaries between conceptions of natural and supernatural, science and magic, reason and faith.

Spring 2020: HIST GU4522
Course Number: 4522
Section/Call Number: 001/20159
Times/Location: W 10:10am - 12:00pm
604 Fayerweather
Instructor: Debra Gail
Points: 4
Enrollment: 11/15

HIST GU4532 The American Civil War. 4 points.

Spring 2020: HIST GU4532
Course Number: 4532
Section/Call Number: 001/12243
Times/Location: W 2:10pm - 4:00pm
301m Fayerweather
Instructor: Stephanie McCurry
Points: 4
Enrollment: 13/15

HIST GU4699 Medieval Franciscans and their World. 4 points.
This course will offer an examination of the birth and development of the Franciscan Order between 1200-1350. The topics will include Francis of Assisi, the foundation of the three orders of Franciscans, education, poverty, preaching, theology internal strife, antifraternialism, and relations with secular governments and papacy.

Spring 2020: HIST GU4699
Course Number: 4699
Section/Call Number: 001/20160
Times/Location: M 12:10pm - 2:00pm
311 Fayerweather
Instructor: Nesildan Senocak
Points: 4
Enrollment: 16/15

HIST GU4773 American Women's History; Society, Politics, & the State, 1968-2008. 4 points.
This course explores the history of women in the United States post 1968. This chronological beginning locates the history of women at the moment of the so-called birth of second wave feminism. But this beginning it seeks to provide of an overview of the broad contours of change effecting women at work, in the family, and as a subject of interest by the American state. Three themes will be of particular interest in this admittedly idiosyncratic survey. The first involves interrogating the era's competing definition of what women's liberation meant and how the idea was used for a variety of political purposes in the ongoing culture wars of the period. The second theme involves exploring instances in which women came together—as during the civil rights movement or the anti-ERA drive—in grassroots political organizing to influence society and the state. And finally, the course examines how core issues defining women's experiences over this half century—issues involving the role and value in the family, workplace justice, and reproductive rights—became fault lines that repeatedly split American society.

Spring 2020: HIST GU4773
Course Number: 4773
Section/Call Number: 001/25088
Times/Location: T 4:10pm - 6:00pm
311 Fayerweather
Instructor: Hilary-Anne Hallett
Points: 4
Enrollment: 13/15
HIST GU4811 Encounters with Nature: The History of Environment and Health in South Asia and Beyond. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course offers an understanding of the interdisciplinary field of environmental, health and population history and will discuss historical and policy debates with a cross cutting, comparative relevance: such as the making and subjugation of colonized peoples and natural and disease landscapes under British colonial rule; modernizing states and their interest in development and knowledge and technology building, the movement and migration of populations, and changing place of public health and healing in South Asia. The key aim of the course will be to introduce students to reading and analyzing a range of historical scholarship, and interdisciplinary research on environment, health, medicine and populations in South Asia and to introduce them to an exploration of primary sources for research; and also to probe the challenges posed by archives and sources in these fields. Some of the overarching questions that shape this course are as follows: How have environmental pasts and medical histories been interpreted, debated and what is their contemporary resonance? What have been the encounters (political, intellectual, legal, social and cultural) between the environment, its changing landscapes and state? How have citizens, indigenous communities, and vernacular healers mediated and shaped these encounters and inserted their claims for sustainability, subsistence or survival? How have these changing landscapes shaped norms about bodies, care and beliefs? The course focuses on South Asia but also urges students to think and make linkages beyond regional geographies in examining interconnected ideas and practices in histories of the environment, medicine and health. Topics will therefore include (and students are invited to add to these perspectives and suggest additional discussion themes): colonial and globalized circuits of medical knowledge, with comparative case studies from Africa and East Asia; and the travel and translation of environmental ideas and of medical practices through growing global networks.

HIST GU4935 Science and Art in Early Modern Europe. 4 points.

This course will investigate the relations between science and art in early modern Europe, bringing together scholarly works by historians of science and art historians as well as original sources from the period. We tend to think today of science and art as polarized cultural domains, but in the early modern period the very definitions of the terms, as well as a range of other factors, created conditions for a much different configuration between the two. Organized chronologically, this course will focus on a range of representative moments in that developing configuration, from ca. 1500 to 1800. Topics include the nature of the spaces where artworks and natural specimens met, the circulation of tools, materials and techniques between the laboratory and the artist workshop, common norms and practices of representation, and shared aspirations to objective knowledge. The course is designed as a discussion seminar and is open to undergraduate and graduate students. No prior knowledge of the subject is required, but intense engagement with the material is expected.

2019-2020 Cross-listed Courses

PLEASE READ: The passage below lists *all* sections being offered by a Columbia instructor for a given course, including sections which *do not* count for History students. NOT ALL sections of the courses listed below count for History majors and concentrators. Particular sections only count towards the History degree if the section instructor is a History faculty member or an affiliate with the History Department (http://history.columbia.edu/faculty/). For additional information, please review the "Requirements" tab or consult Undergraduate Administrator at undergraduate-history@nationalcouncilofcolumbia.edu. All courses from the Barnard History Department also count towards the History degree.
AFCV UN1020 African Civilizations. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course provides a general introduction to some of the key intellectual debates in Africa by Africans through primary sources, including scholarly works, political tracts, fiction, art, and film. Beginning with an exploration of African notions of spiritual and philosophical uniqueness and ending with contemporary debates on the meaning and historical viability of an African Renaissance, this course explores the meanings of 'Africa' and 'being African.' Field(s): AFR. NO FIRST YEAR STUDENTS PERMITTED.

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LACV UN1020 Primary Texts of Latin American Civilization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

It focuses on key texts from Latin America in their historical and intellectual context and seeks to understand their structure and the practical purposes they served using close reading and, when possible, translations. The course seeks to establish a counterpoint to the list of canonical texts of Contemporary Civilization. The selections are not intended to be compared directly to those in CC but to raise questions about the different contexts in which ideas are used, the critical exchanges and influences (within and beyond Latin America) that shaped ideas in the region, and the long-term intellectual, political, and cultural pursuits that have defined Latin American history. The active engagement of students toward these texts is the most important aspect of class work and assignments. NO FIRST YEAR STUDENTS PERMITTED.

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<td>109 Hartley Hall</td>
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ASCE UN1361 Introduction to East Asian Civilizations: Japan. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371
A survey of important events and individuals, prominent literary and artistic works, and recurring themes in the history of Japan, from prehistory to the 20th century.

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CSER UN1010 Introduction to Comparative Ethnic Studies. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Students MUST register for a Discussion Section.

Introduction to the field of comparative ethnic studies.

Spring 2020: CSER UN1010

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HSME UN2811 South Asia: Empire and Its Aftermath. 4 points.
Prerequisites: None.
(No prerequisite.) We begin with the rise and fall of the Mughal Empire, and examine why and how the East India Company came to rule India in the eighteenth century. As the term progresses, we will investigate the objectives of British colonial rule in India and we will explore the nature of colonial modernity. The course then turns to a discussion of anti-colonial sentiment, both in the form of outright revolt, and critiques by early nationalists. This is followed by a discussion of Gandhi, his thought and his leadership of the nationalist movement. Finally, the course explores the partition of British India in 1947, examining the long-term consequences of the process of partition for the states of India, Pakistan and Bangladesh. We will focus in particular on the flowing themes: non-Western state formation; debates about whether British rule impoverished India; the structure and ideology of anti-colonial thought; identity formation and its connection to political, economic and cultural structures. The class relies extensively on primary texts, and aims to expose students to multiple historiographical perspectives for understanding South Asia's past.

Spring 2020: HSME UN2811

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<tr>
<td>HSME 2811</td>
<td>001/16103</td>
<td>T Th 10:10am - 11:25am</td>
<td>Anupama Rao</td>
<td>4</td>
<td>52/110</td>
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HSAM UN2901 Data: Past, Present, and Future. 3 points.
Lect: 1.5. Lab: 1.5.
Data-empowered algorithms are reshaping our professional, personal, and political realities, for good--and for bad. "Data: Past, Present, and Future" moves from the birth of statistics in the 18th century to the surveillance capitalism of the present day, covering racist eugenics, World War II cryptography, and creepy personalized advertising along the way. Rather than looking at ethics and history as separate from the science and engineering, the course integrates the teaching of algorithms and data manipulation with the political whirlwinds and ethical controversies from which those techniques emerged. We pair the introduction of technical developments with the shifting political and economic powers that encouraged and benefited from new capabilities. We couple primary and secondary readings on the history and ethics of data with computational work done largely with user-friendly Jupyter notebooks in Python.

Spring 2020: HSAM UN2901

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<tr>
<td>HSAM 2901</td>
<td>001/12059</td>
<td>T Th 10:10am - 11:25am</td>
<td>Chris Wiggins, Matthew Jones</td>
<td>3</td>
<td>89/105</td>
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</table>
The Mongols in History. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered.

Spring 2020: HSEA UN3898
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HSEA 3898 001/12404 T 10:10am - 12:00pm 834 Seeley W. Mudd Building Morris Rossabi 3 23/25

Colonization/Decolonization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.
Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor’s permission.
This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

Fall 2020: CSER UN3928
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CSER 3928 001/12187 W 10:10am - 12:00pm 420 Hamilton Hall Manan Ahmed 4 0/22

Topics in American Studies. 4 points.
Please refer to the Center for American Studies for section descriptions

Spring 2020: AMST UN3931
Course Number Section/Call Number Times/Location Instructor Points Enrollment
AMST 3931 001/11500 T 2:10pm - 4:00pm 317 Hamilton Hall Casey Blake 4 12/18
AMST 3931 002/11765 W 12:10pm - 2:00pm 317 Hamilton Hall John 4 13/18
AMST 3931 003/11425 W 2:10pm - 4:00pm 317 Hamilton Hall Michael 4 14/18
AMST 3931 004/12255 M 12:10pm - 2:00pm 317 Hamilton Hall Hindus 4 15/15
AMST 3931 005/11435 Th 2:10pm - 4:00pm 317 Hamilton Hall Mark Lilla 4 15/18
AMST 3931 006/11436 T 12:10pm - 2:00pm 317 Hamilton Hall Paul Grimstad 4 16/18
AMST 3931 007/11437 Th 10:10am - 12:00pm 317 Hamilton Hall Lynne Breslin 4 16/18
AMST 3931 008/11438 M 2:10pm - 4:00pm 317 Hamilton Hall Andrew 4 16/18
AMST 3931 009/20174 T 4:10pm - 6:00pm 317 Hamilton Hall Ross Posnock 4 7/15

The Persian Empire. 4 points.
This seminar studies the ancient Persian (Achaemenid) Empire which ruled the entire Middle East from the late 6th to the late 4th centuries BCE and was the first multi-ethnic empire in western Asian and Mediterranean history. We will investigate the empire using diverse sources, both textual and material, from the various constituent parts of the empire and study the different ways in which it interacted with its subject populations. This course is a seminar and students will be asked to submit a research paper at the end of the semester. Moreover, in each class meeting one student will present part of the readings.

Grading: participation (25%), class presentation (25%), paper (50%).

Spring 2020: HSCL UN3000
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HSCL 3000 001/12080 Th 2:10pm - 4:00pm 302 Fayerweather Marc Van De Mieroop, John Ma 4 8/15

African Before Colonialism: From Prehistory to the Birth of the Atlantic World. 4 points.
This course is an interdisciplinary exploration of the precolonial history of the African continent. It investigates in-depth the political, social, cultural and economic developments of different Africa communities, covering various regions and periods, from prehistory to the formation of the Indian Ocean and Atlantic worlds. Its focus is the intersection of politics, economics, culture and society. Using world history and Africa’s location in the production of history as key analytical frames, it pays special attention to social, political and cultural changes that shaped the various individual and collective experiences of African peoples and states and the historical discourses associated to them.

Spring 2020: HSPB UN2950
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HSPB 2950 001/19955 T Th 8:40am - 9:55am 501 Schermerhorn Hall James Colgrove 4 98/180

Social History of American Public Health. 4 points.
The purpose of this course is to provide students with an historical understanding of the role public health has played in American history. The underlying assumptions are that disease, and the ways we define disease, are simultaneously reflections of social and cultural values, as well as important factors in shaping those values. Also, it is maintained that the environments that we build determine the ways we live and die. The dread infectious and acute diseases in the nineteenth century, the chronic, degenerative conditions of the twentieth and the new, vaguely understood conditions rooted in a changing chemical and human-made environment are emblematic of the societies we created. Among the questions that will be addressed are: How does the health status of Americans reflect and shape our history? How do ideas about health reflect broader attitudes and values in American history and culture? How does the American experience with pain, disability, and disease affect our actions and lives? What are the responsibilities of the state and of the individual in preserving health? How have American institutions—from hospitals to unions to insurance companies—been shaped by changing longevity, experience with disability and death?
HSEA GU4231 Transpacific Empires. **4 points.**

This course examines the "transpacific" as a site and a theoretical frame for understanding the role that migration and imperialism have played in the making of the modern world. We will study how different national and imperial formations, their institutions, and their ideologies shaped networks of migration that crossed the Pacific and vice versa. Readings will draw from fields as diverse as North American history, East Asian history, indigenous studies, and ethnic and cultural studies to explore themes including indigeneity, public health and science, borderlands, settler colonialism, diaspora, militarism, and cross-cultural intimacies.

Spring 2020: HSEA GU4231

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<tr>
<td>HSEA 4231</td>
<td>001/12573</td>
<td>W 4:10pm - 6:00pm 407 Mathematics Building</td>
<td>James Gerien-Chen</td>
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EARL GU4310 Life-Writing in Tibetan Buddhist Literature. **4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course engages the genre of life writing in Tibetan Buddhist culture, addressing the permeable and fluid nature of this important sphere of Tibetan literature. Through Tibetan biographies, hagiographies, and autobiographies, the class will consider questions about how life-writing overlaps with religious doctrine, philosophy, and history. For comparative purposes, we will read life writing from Western (and Japanese or Chinese) authors, for instance accounts of the lives of Christian saints, raising questions about the cultural relativity of what makes up a life's story.

Spring 2020: EARL GU4310

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<tr>
<td>EARL 4310</td>
<td>001/12517</td>
<td>M 12:10pm - 2:00pm 602 Northwest Corner</td>
<td>Gray Tuttle</td>
<td>4</td>
<td>17/20</td>
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CLFR GU4720 History & Literature: Going Micro. **3 points.**

This course explores overlaps and interconnections between history and literature. It introduces students to the ways in which literary scholars examine the historical dimension of texts and, conversely, historians grapple with the literary qualities of their narratives. In spring 2020 the course will focus on the methodological challenges and epistemological effects of working at small scales of analysis: in psychoanalytic case studies; ethnographic fieldwork; microhistorical research; and gene-defying narratives that weave together biography, sociological study, and the author’s implication (ethical, political) in the object of study. Course open to graduate students and advanced undergraduate students. All classes and readings in English.

Spring 2020: CLFR GU4720

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<tr>
<td>CLFR 4720</td>
<td>001/16197</td>
<td>Th 2:10pm - 4:00pm 507 Philosophy Hall</td>
<td>Thomas Dedman</td>
<td>3</td>
<td>9/25</td>
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HSEA GU4725 Tibetan Visual & Material History. **4 points.**

Prerequisites: one page applications stating a student's interest and background (if any).

How do Tibetan Buddhists look at religious images? What do pilgrims see when faced with sacred monuments? This seminar will explore the ubiquitous role of images and imagining in the religious traditions of Tibet. Historians of material culture argue that restricting our studies to textual sources limits our ability to understand the past experiences of the majority of people. They have developed methods and theories for "reading" objects to access the past. One of the most important techniques for this approach is the writing of "object biographies," which will play an important role in this course. Readings and viewings will examine the painting, sculpture, architecture, and performing arts of the Tibet, placing them in the context of local religious beliefs, ritual practices, and literary canons. The seminar aims to understand how Tibetan culture produce images and materials and the ways of seeing that invest them with meaning. Classes will address specific modes of visual representation, the relationships between text and image, the social lives of images, as well as processes of reading and interpretation. Later sections will survey broader visual representations of the Himalaya, both as self-reflections and in the imagination of the western gaze.

HSEA GU4847 Modern Japan. **4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Not offered during 2019-20 academic year.

This course explores the history of Japan between 1800 and the present, with a particular focus on the 20th century. The course draws upon a combination of primary source materials (political documents, memoirs, oral histories, journalism, fiction, film) and scholarly writings in order to gain insight into the complex and tumultuous process by which Japan became an industrialized society, a modern nation-state, and a world power.

HSEA GU4880 History of Modern China I. **3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

China’s transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

Fall 2020: HSEA GU4880

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<tr>
<td>HSEA 4880</td>
<td>001/10676</td>
<td>T Th 4:10pm - 5:25pm Room TBA</td>
<td>Madeleine Zelin</td>
<td>3</td>
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HSEA GU4881 History of Modern China II. **3 points.**

The social and cultural history of Chinese religion from the earliest dynasties to the present day, examined through reading of primary Chinese religious documents (in translation) as well as the work of historians and anthropologists. Topics include: Ancestor worship and its changing place in Chinese religion; the rise of clergies and salvationist religion; state power, clerical power, and lay power; Neo-Confucianism as secular religion; and the modern "popular religious" synthesis.

HSEA GU4882 History of Modern China II. **3 points.**

China’s transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

Spring 2020: HSEA GU4882

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<tr>
<td>HSEA 4882</td>
<td>001/12405</td>
<td>T Th 10:10am - 11:25am 603 Hamilton Hall</td>
<td>Jian Ming Chang</td>
<td>3</td>
<td>29/35</td>
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</table>
HSEA GU4888 WOMEN & GENDER IN KOREAN. 4 points.

While the rise of women's history and feminist theory in the 1960s and 1970s fostered more general reevaluations of social and cultural history in the West, such progressions have been far more modest in Korean history. To introduce one of the larger challenges in current Korean historiography, this course explores the experiences, consciousness and representations of women Korea at home and abroad from premodern times to the present. Historical studies of women and gender in Korea will be analyzed in conjunction with theories of Western women's history to encourage new methods of rethinking “patriarchy” within the Korean context. By tracing the lives of women from various socio-cultural aspects and examining the multiple interactions between the state, local community, family and individual, women’s places in the family and in society, their relationships with one another and men, and the evolution of ideas about gender and sexuality throughout Korea's complicated past will be reexamined through concrete topics with historical specificity and as many primary sources as possible. With understanding dynamics of women's lives in Korean society, this class will build an important bridge to understand the construction of New Women in early twentieth-century Korea, when women from all walks of life had to accommodate their “old-style” predecessors and transform themselves to new women, as well as the lives of contemporary Korean women. This will be very much a reading-and-discussion course. Lectures will review the readings in historical perspective and supplement them. The period to be studied ranges from the pre-modern time up to the turn of twentieth century, with special attention to the early modern period.