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.

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.

Professors

Elazar Barkan (SIPA)
Volker Berghahn (emeritus)
Richard Billows
Elizabeth Blackmar
Casey Blake
Christopher Brown
Richard Bulliet (emeritus)
Euan Cameron (UTS)
Elisheva Carlebach
Associate Professors
Manan Ahmed
Gergely Baics (Barnard)
Lisbeth Kim Brandt (East Asian Languages and Cultures)
Paul Chamberlin
Amy Chazkel
Charly Coleman
Marwa Elshakry
Ansley Erickson (Teachers College)
Abosde George (Barnard)
Frank Guridy
Hilary Hallett
Rebecca Kobrin
Natasha Lightfoot
David Lurie (East Asian Languages and Cultures)
Malgorzata Mazurek
Nara Milanich (Barnard)
Lien-Hang Nguyen
Gregory Pflugfelder (East Asian Languages and Cultures)
Caterina Pizzigoni
Anupama Rao (Barnard)
Camille Robcis
Samuel Roberts
Neslihan Senocak
Kavita Sivaramakrishnan (Mailman School of Public Health)
Rhiannon Stephens
Gray Tuttle (East Asian Languages and Cultures)
Carl Wennerlind (Barnard)

Assistant Professors
Merlin Chowkwanyun (Mailman School of Public Health)
Hannah Farber
Gulnar Kendirbai (visiting)
Paul Kreitman (East Asian Languages and Cultures)
Andrew Lipman (Barnard)
A. Tunç Şen
Alma Steingart
Sailakshmi Ramgopal

Lecturers in Discipline
Victoria Phillips

On Leave
Fall 2021: Blake, Brown, Diouf (MESAAS), George (BC), Guridy, Jacoby, Lipman (BC), Ma (Classics), Mann, Moya (BC), Pedersen, Rao (BC), Robcis, Roberts, Saada (French), Senocak, Stephanson, Van De Mieroop,

Spring 2022: Blake, Brown, Carlebach, Diouf (MESAAS), Evtuhov, George (BC), Gluck, Khalidi, Kobrin, Ma (Classics), Mann, Moya (BC), Pedersen, Robcis, Roberts, Saada (French), Senocak, Sivaramakrishnan (Mailman), Van De Mieroop

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
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 fulfilling a breadth requirement by taking three courses outside of their specialization and may not count as a regional breadth requirement. 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.

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 major. Eligible inter-departmental courses may include:

• African Civilizations (AFCV UN1020) (when taught by Professor Gregory Mann, Professor Rhiannon Stephens, or PhD students in the Columbia University Department of History; the course does NOT count for History when taught by anyone else)
• Primary Texts of Latin American Civilization (LACV UN1020) (when taught by Professor Pablo Piccato, Professor Caterina Pizzigoni, or PhD students in the Columbia University Department of History; the course does NOT count for History when taught by anyone else)
• Introduction to East Asian Civilizations: China (ASCE UN1359), INTRO EAST ASIAN CIV. JPN (ASCE UN1361), Introduction to East Asian Civilizations: Korea (ASCE UN1363) or other ASCE UN1xxx courses (when taught by Professors Charles Armstrong, Carol Gluck, Robert Hymes, Dorothy Ko, Eugenia Lean, Feng Li, David Lurie, Jungwon Kim, Paul Kreitman, Gregory Pflugfelder, Gray Tuttle, or Madeleine Zelin, and NOT when they are taught by anyone else)
• Please see the Courses section on the departmental website to see which of these might count in a given semester. Any courses not listed or linked on the departmental website, however historical in approach or content, do not 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.

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 2021 History Courses

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 UN1020 | Semester: Fall 2021

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<tr>
<td>HIST 1020</td>
<td>001/13398</td>
<td>T Th 2:40pm - 3:55pm</td>
<td>Michael Witgen</td>
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HIST UN1488 Indigenous History of North America. 4.00 points.

This course is an introduction to the history of the Native peoples of North America. Instruction will focus on the idea that indigenous people in North America possess a shared history in terms of being forced to respond to European colonization, and the emergence of the modern nation-state. Native peoples, however, possess their own distinct histories and culture. In this sense their histories are uniquely multi-faceted rather than the experience of a singular racial group. Accordingly, this course will offer a wide-ranging survey of cultural encounters between the Native peoples of North America, European empires, colonies, and emergent modern nation-states taking into account the many different indigenous responses to colonization and settler colonialism. This course will also move beyond the usual stories of Native-White relations that center either on narratives of conquest and assimilation, or stories of cultural persistence. We will take on these issues, but we will also explore the significance of Native peoples to the historical development of modern North America. This will necessarily entail an examination of race formation, and a study of the evolution of social structures and categories such as nation, tribe, citizenship, and sovereignty.

HIST UN1488 | Semester: Fall 2021

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<th>Course Number</th>
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HIST UN2003 Empire # Nation-Building East Central Europe. 4.00 points.

This lecture course investigates nation-building as a process of decolonization of Europe’s land empires (Ottoman, German, Russian, and Habsburg) from 18th century to present. It was a turbulent historical process: decolonization of European East’s ‘small peoples’ paved the way to anti-imperial and anti-colonial movements outside Europe only to be crushed, in the mid-twentieth-century, by imperial politics of Hitler’s Germany and the Soviet Union. We will study different ways in which culture—local languages, vernacular heritage, religion, and material culture—became politically weaponized to achieve goals of national self-determination and social revolution. Throughout the 19th and 20th century nation-building in the European East produced particular forms of non-Western modernity that found expression in built environments, visual arts, letters, music, public activism, and domestic sphere. We will study how resistance and enforced accommodation to Empire turned into spaces of cultural production, mass movements, economic upheaval, state-building, and last but not least, physical violence. Finally, we will investigate how ordinary Eastern Europeans experienced and gave meaning to the processes of nation-building. The course is intended for students interested in cultural, intellectual, social and gender history, histories of nationalism and communism, as well as local and transnational histories of Eastern European ‘peoples’ (Jewish, Muslim, Christian Slavic; German, Russian, Polish, Czech, Hungarian, Romanian, Bulgarian, Southern Slavic/Yugo-Slav, Greek, and Roma).

HIST UN2003 | Semester: Fall 2021

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<th>Course Number</th>
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<tr>
<td>HIST 2003</td>
<td>001/10504</td>
<td>T Th 11:40am - 12:55pm</td>
<td>Malgorzata Mazurek</td>
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HIST UN2088 The Historical Jesus and the Origin of Christianity. 4 points.
The goal of this course will be to subject the source materials about Jesus and the very beginnings of Christianity (before about 150 CE) to a strictly historical-critical examination and analysis, to try to understand the historical underpinnings of what we can claim to know about Jesus, and how Christianity arose as a new religion from Jesus’ life and teachings. In addition, since the search or quest for the “historical Jesus” has been the subject of numerous studies and books in recent times, we shall examine a selection of prominent “historical Jesus” works and theories to see how they stand up to critical scrutiny from a historical perspective.

Fall 2021: HIST UN2088
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
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HIST 2088 | 001/10320 | T Th 11:40am - 12:55pm 313 Fayerweather | Richard Billows | 4 | 50/75

HIST UN2100 Early Modern Europe: Print and Society. 4 points.
Standing at the intersection of the religious, cultural, and scientific upheavals within early modern Europe, the study of print and its intersection with culture allows students to learn how shifts in technology (much like those we are witnessing today) affect every aspect of society. This course will examine the signal cultural, political, and religious developments in early modern Western Europe, using the introduction and dissemination of printed materials as a fulcrum and entry point. From the sixteenth century Europeans were confronted with a technological revolution whose cultural consequences were incalculable and whose closest parallel might be the age of electronic information technology in our own day. From the Reformation of Luther, to the libelles of pre-revolutionary France, from unlocking the mysteries of the human body to those of the heavens, from humanist culture to the arrival of the novel, no important aspect of European culture in the sixteen- through eighteenth centuries can be understood without factoring in the role of print: its technology, its marketing and distribution channels, and its creation of new readers and new "republics." This course will examine key political, religious, and cultural movements in early modern western European history through the prism of print culture.

Fall 2021: HIST UN2100
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 2100 | 001/10358 | M W 10:10am - 11:25am 304 Hamilton Hall | Elisheva Carlebach | 4 | 14/30

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

Fall 2021: HIST UN2112
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 2112 | 001/10365 | T Th 1:10pm - 2:25pm 313 Fayerweather | Matthew Jones | 4 | 15/75

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.

Fall 2021: HIST UN2432
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 2432 | 001/10493 | T Th 11:40am - 12:55pm Room TBA | Stephanie McCurry | 4 | 62/105

HIST UN2501 The Early American Republic: How the Rebels Became the Empire. 4 points.
The American Revolution is often imagined as a rebellion against a mighty empire that gave rise to a self-governing republic. But during the first decades of American independence, some of the new republic's political leaders set about building an empire of their own. This introductory-level course lays out a narrative of the early American republic in which one Anglo-American empire was broken and another arose to take its place. The course also asks: at what cost came this new American empire, and what alternatives—practical, radical, or utopian—were passed over in the course of its creation?

Fall 2021: HIST UN2501
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 2501 | 001/10440 | M W 2:40pm - 3:55pm 313 Fayerweather | Hannah Farber | 4 | 38/60

HIST UN2533 US LESBIAN # GAY HISTORY. 4.00 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 transgenerational; 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 2021: HIST UN2533
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
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HIST 2533 | 001/10499 | M W 11:40am - 12:55pm 301 Pupin Laboratories | George Chauncey | 4 | 186/200

HIST UN2535 History of the City of New York. 4 points.
The social, cultural, economic, political, and demographic development of America’s metropolis from colonial days to present. Slides and walking tours supplement the readings (novels and historical works). Field(s): US

Fall 2021: HIST UN2535
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 2535 | 001/15773 | M W 1:10pm - 2:25pm 414 Pupin Laboratories | Joshua Schwartz | 4 | 30/30
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.

Fall 2021: HIST UN2580

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<tr>
<td>HIST 2580</td>
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<td>T Th 11:40am - 12:55pm</td>
<td>Nguyen</td>
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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

Fall 2021: HIST UN2618

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<tr>
<td>HIST 2618</td>
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<td>M W 2:40pm - 3:55pm</td>
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<td>614 Schermerhorn Hall</td>
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HIST UN2628 History of the State of Israel, 1948-Present. 3 points.
The political, cultural, and social history of the State of Israel from its founding in 1948 to the present. Group(s): C Field(s): ME

Fall 2021: HIST UN2628

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<tr>
<th>Course Number</th>
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<tr>
<td>HIST 2628</td>
<td>001/10857</td>
<td>T Th 10:10am - 11:25am</td>
<td>Stanislawski</td>
<td>3</td>
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<td>601 Fairchild Life Sciences Bldg</td>
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HIST UN2689 COLONIAL CITIES OF THE AMERICAS, c. 1500-1800. 4 points.

This course examines the history of cities in the Americas in the colonial era, c. 1500-1800, organized around three large themes. First, we study the precolonial origins of American urban systems, focusing especially on Mesoamerica and the Andes, and exploring questions of urban continuity, disruption and change, and the forms of indigenous cities. Second, we study various patterns of city foundations and city types across the Americas, examining Spanish, Portuguese, British, Dutch and French colonial urban systems. Third, we focus on the cities more closely by looking at key issues such as urban form, built environment, social structure. Specific themes include a critical analysis of the Spanish colonial grid, the baroque city, and 18th-century urban reforms, as well as race and class, urban slavery, and urban disease environments.

Fall 2021: HIST UN2689

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<tr>
<td>HIST 2689</td>
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<td>T Th 11:40am - 12:55pm</td>
<td>Pizzigoni, Gergely Baics</td>
<td>4</td>
<td>40/40</td>
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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 2021: HIST UN2719

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<th>Instructor</th>
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<td>HIST 2719</td>
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<td>T Th 8:40am - 9:55am</td>
<td>Rashid Khalidi</td>
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<td>182/200</td>
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HSWM UN2761 Gender and Sexuality in African History. 4 points.

This course examines the history of gender, sexuality and ways of identifying along these lines in Africa from early times through the twentieth century. It asks how gender and sexuality have shaped key historical developments, from African kingdoms and empires to postcolonial states, from colonial conquest to movements for independence, from indigenous healing practices to biomedicine, from slavery to the modern forms of work. It will also explore the history of different sexualities and gender identities on the continent. A key objective is to extend the historical study of gender and sexual identity in Africa beyond 'women's history' to understand gender as encompassing all people in society and their relationships, whether domestic or public.

Fall 2021: HSWM UN2761

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<td>Stephens</td>
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HIST UN3011 THE SECOND WORLD WAR. 3.00-4.00 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.

Fall 2021: HIST UN3011

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<td>Paul Chamberlin</td>
<td>3.00-4.00</td>
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HIST UN3017 Sexuality and the City. 4 points.
The city has classically been represented as the site of sexual freedom, but also of sexual immorality and danger. This course explores the interrelated histories of sexuality and the city in the twentieth-century United States (especially New York) by exploring how urban conditions and processes shaped sexual practices, identities, communities, and ethics, and how sexual matters shaped urban processes, politics, and representation.

Fall 2021: HIST UN3017

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<td>George Chauncey</td>
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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 three of the 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)

Fall 2021: HIST UN3032

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<td>Th 10:10am - 12:00pm</td>
<td>Adam Matthews</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.]

Fall 2021: HIST UN3061

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<td>Adam Kosto</td>
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HIST UN3164 Novels of Empire. 4.00 points.
Literary and visual texts sometimes express the essence of historical experience more powerfully than “factual” narratives or historical debates. This class will focus on four such texts – three novels and one film – which take empire as their central theme. They are taken from different empires, different chronological periods, and different (but sometimes interrelated) phases of imperial conquest, development, and decline. Our task will essentially be a close reading of the texts, and the reconstruction of their historical and geographical context. The empires in question for this semester are the British, Ottoman, Russian, and French.

Fall 2021: HIST UN3164

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<td>HIST 3164</td>
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<td>W 4:10pm - 6:00pm</td>
<td>Catherine Evtuhov</td>
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HIST UN3180 Conversion in Historical Perspective. 4 points.
Priority given to majors and concentrators, seniors, and juniors.
Prerequisites: the instructor’s permission.
Boundary crossers have always challenged the way societies imagined themselves. This course explores the political, religious, economic, and social dynamics of religious conversion. The course will focus on Western (Christian and Jewish) models in the medieval and early modern periods. It will include comparative material from other societies and periods. Autobiographies, along with legal, religious and historical documents will complement the readings.

Fall 2021: HIST UN3180

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<td>HIST 3180</td>
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<td>M 2:10pm - 4:00pm</td>
<td>Elishava Carlebach</td>
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HIST UN3341 Social Science and the British City. 4.00 points.
British cities have served as a seedbed of the modern social science disciplines, from public health to urban sociology—in fact, the term “gentrification” emerged out of the nexus of race and class in postwar London. This undergraduate seminar introduces students to methods of urban inquiry by focusing on the ways in which social scientists—urban planners, sociologists, ethnographers, cultural theorists—have sought to make the city legible, from the late nineteenth century to the present. How has urban development intersected with modes of knowledge production? In what ways has urban space fostered new identities and practices spanning race, class, and gender? And how does the view from Britain reorient our perspective on the processes of growth and stratification that have shaped the contemporary city? Secondary readings will be supplemented by primary sources by figures including Ebenezer Howard, Jane Jacobs, and Stuart Hall.

Fall 2021: HIST UN3341

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<tr>
<td>HIST 3341</td>
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<td>M 2:10pm - 4:00pm</td>
<td>Divya Subramanian</td>
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</table>
HIST UN357 Montaigne and the Modern Self. 4.00 points.
This seminar, which focuses on Montaigne’s Essays, is one of a series on the history of the modern self. The series has included seminars on figures like Pascal, Rousseau, and Tocqueville, and will continue to expand

Fall 2021: HIST UN357

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<td>HIST 357</td>
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<td>Mark Lilla</td>
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HIST UN3418 The Carceral United States. 4.00 points.
Examination of the development of U.S. carceral systems and logics from the late 18th century through the present. Through course readings and class discussion, students will explore the changes and continuities in technologies of punishment and captivity over time, interrogating how the purpose and political economy of captivity and policing shifted over time, and analyzing the relationship between carceral institutions and constructions of race, gender, and sexuality

Fall 2021: HIST UN3418

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HIST UN3601 Jews in the Later Roman Empire, 300-600 CE. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course will explore the background and examine some of the manifestations of the first Jewish cultural explosion after 70 CE. Among the topics discussed: the Late Roman state and the Jews, the rise of the synagogue, the redaction of the Palestinian Talmud and midrashim, the piyut and the Hekhalot.

Fall 2021: HIST UN3601

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HIST UN3622 Islam and the Modern World. 4.00 points.
In this course, we will survey historical texts that emerge in and around Europe’s engagement with Muslim societies and the creation of a “modern world.” How do we understand Islam(s), colonialism and anti-colonialism in light of texts and practices from the eighteenth to twentieth centuries. We will explore key issues surrounding the history of the Enlightenment, the rise of historicism and the growing interest in universal histories through the engagement with Arabic texts and North African histories from the mid-eighteenth century to the mid twentieth century

Fall 2021: HIST UN3622

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HIST UN3753 Istanbul: Places, People, and Everyday Life. 4 points.
The Seminar will open several perspectives into the Ottoman capital Istanbul, following a cross-disciplinary approach. The premise is that Istanbul’s multi-layered, socially complicated, and culturally rich historic fabric can be understood well in focused episodes. Selected episodes will hence constitute the weekly discussion topics. Ranging from the representation of the city in artistic productions to the construction of the skyline, the impact of modernizing reforms on urban forms, everyday life in public and private spaces, and the decisive role played by new educational and cultural institutions, these fragments will complement each other, coalescing into a complex overall picture. While the chronological frame is defined by the long nineteenth century, critical earlier phases will be covered as well and parallels will be drawn to present-day. The nineteenth century marks a dynamic and radical era of urban transformations, intertwined with key political, economic, social, and cultural turns that redefined the Ottoman Empire in many ways. It also corresponds to an intense period of international communication and transaction, resulting in a “connected world of empires.” Istanbul served as a major stage for these developments.

Fall 2021: HIST UN3753

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<tr>
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<td>Zeynep Celik</td>
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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 2021: HIST UN3838

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<th>Course Number</th>
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<tr>
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<td>001/10099</td>
<td>M 10:10am - 12:00pm</td>
<td>Pablo Piccato</td>
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<tr>
<td>HIST 3838</td>
<td>002/10100</td>
<td>T 10:10am - 12:00pm</td>
<td>Samuel Roberts</td>
<td>4</td>
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<td>Marc Van De Mieroop</td>
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Fall 2021: HIST UN3838

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<td>Adam Matthews</td>
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<td>003/10495</td>
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<td>HIST 3838</td>
<td>004/15330</td>
<td>W 4:10pm - 6:00pm</td>
<td>Joshua Schwartz</td>
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HIST UN3914 THE FUTURE AS HISTORY. 4.00 points.
This course explores how people have thought about their future and tried to change it. It examines the philosophical aspects of studying history and the future, and how they are related. It begins with the origins of future thinking in eschatology and millenarian movements, the enlightenment challenge to revelation and religious authority, and utopias and dystopias. Classic texts and scholarly studies will illuminate modern approaches to shaping the future, such as socialism, imperialism, risk analysis, and "modernization" theory, and areas where they have had a particular impact, including urban planning and eugenics.

HIST UN3928 Comparative Slavery and Abolition in the Atlantic World. 4 points.
Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT'S WEBSITE.
This seminar investigates the experiences of slavery and freedom among African-descended people living and laboring in the various parts of the Atlantic World. The course will trace critical aspects of these two major, interconnected historical phenomena with an eye to how specific cases either manifested or troubled broader trends across various slaveholding societies. The first half of the course addresses the history of slavery and the second half pertains to experiences in emancipation. However, since the abolition of slavery occurs at different moments in various areas of the Atlantic World, the course will adhere to a thematic rather than a chronological structure, in its examination of the multiple avenues to freedom available in various regions. Weekly units will approach major themes relevant to both slavery and emancipation, such as racial epistemologies among slaveowners/employers, labor regimes in slave and free societies, cultural innovations among slave and freed communities, gendered discourses and sexual relations within slave and free communities, and slaves’ and freepeople’s resistance to domination. The goal of this course is to broaden students’ comprehension of the history of slavery and freedom, and to promote an understanding of the transition from slavery to freedom in the Americas as creating both continuities and ruptures in the structure and practices of the various societies concerned.

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, and that of Iran from 1905 onwards, 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.
the pursuit of justice

that readers and critics had about narratives that dealt with violence and context, in a historical perspective but also relation to the expectations the media. In other words, the seminar will be an exercise of reading in literature, and in their connections with everyday life, often expressed in those works both in the literary field, as a part of a popular genre of discourse. This seminar is an introduction to the history of East Central Europe from prehistory to WWII. It presents some of the disciplines that a river history can address, and it offers a dialogue between history and anthropology. This is a history of empires from the ground, and from the flows that challenge some of our cultural and political narratives.

HIST GU4151 A Trans-Imperial Society: the History of the Danube River Basin. 4.00 points.

For several millennia, the Danube irrigated Central European empires. It formed a river basin that offers historians an exceptional laboratory for the study—over a longue durée—of trans-imperial, multi-confessional and multicultural societies. The Danube and its tributaries were both an obstacle and a resource. They guided human societies in the definition of territorial boundaries. Cities, bridges and roads were also scattered along them, crossed them, connected them. The Danube river basin shaped the dynamic Anthropocene in which the East Central European societies developed. From the Alps to the Black Sea: the Danube, the Sava, the Drina, the Mura and many other rivers inspired identity narratives, artistic and literary productions, but they also were the theater of intense military conflicts. This seminar is an introduction to the history of East Central Europe from prehistory to WWI. It presents some of the disciplines that a river history can address, and it offers a dialogue between history and anthropology. This is a history of empires from the ground, and from the flows that challenge some of our cultural and political narratives.

HIST GU4253 Ukraine in New York. 4 points.

Ukraine in New York is a multidisciplinary exploration of the Ukrainian-American community in New York City from its beginning in the late 19th century to the present. The course focuses on the history, demographics, economics, politics, religion, education, and culture of the community, devoting particular attention to the impact thereon of the New York setting, shifting attitudes towards American politics and culture and homeland politics and culture, the tensions encountered in navigating between American, Soviet Ukraine, and independent Ukraine...

HIST GU4253 Politics and Justice in Latin America through Crime Fiction. 4.00 points.

This seminar will use fiction to understand some of the most urgent problems of contemporary Latin American reality. We will read and discuss works of crime fiction from Latin America in the context of the history of crime and justice in the region. It will be an effort to understand those works both in the literary field, as a part of a popular genre of literature, and in their connections with everyday life, often expressed in the media. In other words, the seminar will be an exercise of reading in context, in a historical perspective but also relation to the expectations that readers and critics had about narratives that dealt with violence and the pursuit of justice.

Fall 2021: HIST GU4151 Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4151 001/13396 M 12:10pm - 2:00pm 301m Fayerweather David Do Paco 4.00 8/18

Fall 2021: HIST GU4253 Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4253 001/18190 W 2:10pm - 4:00pm 201a Philosophy Hall Motyl 4 8/15

HIST GU4305 The European Enlightenment. 4.00 points.

This course aims to introduce students to classic and more recent literature on the intellectual and cultural history of the European Enlightenment. The field has expanded far beyond the cohort of free-thinking philosophes around which it was initially conceived to encompass the broader cultural, economic, and religious preoccupations. Given these tendencies, how has the significance of the Enlightenment shifted as a historical period and interpretive framework? In what ways do scholars explicate its origins, outcomes, and legacies? In response to such questions, the readings trace the development of Enlightenment thought and practices from their early manifestations in Britain and the United Provinces, before shifting attention to France, which became the geographical focal point of the movement by mid-century. Topics to be addressed include the relationship of traditional political authorities to an emerging public sphere, the rise of society as a means of mediating human relationships, the entrepreneurial and epistemological innovations made possible by new media, the struggles of the philosophes movement for legitimacy, debates surrounding luxury consumption and commercial society, and arguments between Christian apologists and radical atheists over traditional religious doctrines and practice.

Fall 2021: HIST GU4305 Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4305 001/16955 W 10:10am - 12:00pm 302 Fayerweather Charly Coleman 4.00 8/15

Fall 2021: HIST GU4426 Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4426 001/10485 T 4:10pm - 6:00pm 302 Fayerweather Barbara Fields 4 4/12

HIST GU4481 CULTURE, MEMORY, CRISIS IN US. 3.00 points.

TBA

Fall 2021: HIST GU4481 Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4481 002/13992 T 2:10pm - 4:00pm 707 Hamilton Hall Hilary-Anne Hallett 3.00 4/12
HIST GU4512 Property and Power in 20th Century U.S.. 4.00 points.
This seminar examines debates over meanings, value, and enforcement of property rights in the US over the twentieth century. The course begins with a focus on landed property and its management as real estate and natural resources, raising questions about ownership, tenancy, zoning, eminent domain, public trust doctrines, and contests in Indian Country. It then takes up corporate property and debates over shareholder and managers’ rights and responsibilities, changing structures of investment, and countervailing claims of workers to the property and value of labor and the means of production. With a brief examination of neoclassical economists’ theories and policies of transactional property rights, the course ends with the history of intellectual property rights. Readings include classic theoretical/ideological texts (e.g. MacPherson, Ely, Berle and Means, Coase, Sax, Epstein); social histories, and major legal opinions. Students will write a 20 page research paper using primary sources on a topic of their own interest in this broad field of inquiry.

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<td>001/13607</td>
<td>W 10:10am - 12:00pm</td>
<td>Elizabeth Blackmar</td>
<td>4.00</td>
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</table>

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.

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<td>HIST 4518</td>
<td>001/10488</td>
<td>W 10:10am - 12:00pm</td>
<td>Thai Jones</td>
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HIST GU4594 American Society, 1776-1861. 0 points.
Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT'S WEBSITE.
This seminar examines the transformation of American society from national independence to the Civil War, paying particular attention to changes in agriculture, war, and treaty-making with Indian nations, the rise of waged labor, religious movements, contests over slavery, and the ways print culture revealed and commented on the tensions of the era. The readings include writings of de Tocqueville, Catherine Beecher, and Frederick Douglass, as well as family correspondence, diaries, and fiction. Students will write a 20 page research paper on primary sources. Field(s): US

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<td>Elizabeth Blackmar</td>
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</table>
HIST GU4727 The History of the End of the World. 4.00 points.
For thousands of years people have been getting ready for the end of the world, giving rise to millenarian movements that have sometimes changed history. More than once, large numbers of people have experienced events such as the Black Death, the Little Ice Age, colonial conquest, and “strategic” bombing that seemed very much like the end of their world. And over the last seventy-five years, governments and international organizations have made major investments in predicting and preparing for catastrophic threats. Efforts to manage or mitigate these dangers have had world-changing consequences, including “preventative” wars, and new forms of global governance. The very idea of the end of the world, in other words, has a long history, with a demonstrable impact, which provides instructive lessons as we contemplate things to come. This course will explore this history, beginning with eschatology and millenarian movements. In part two, students will learn how different conceptual frameworks can be applied to assessing and managing risk, and understanding how people perceive or misperceive danger. They will learn how they can be applied to identify the most important challenges, drawing insights from different disciplinary approaches. The third and main part of the course will consist of comparative and connected analyses of the age-old apocalyptic threats – war, pestilence, and famine – in their modern forms, i.e. nuclear armageddon, pandemics, and ecological collapse. By examining them together, we can compare the magnitude and probability of each danger, and also explore their interconnections. We will see, for instance, how nuclear testing helped give rise to the environmental movement, and how modeling the aftereffects of nuclear exchanges helped advance understanding of climate change. Similarly, scenario exercises have shaped threat perceptions and disaster-preparedness for pandemics and bio-warfare as much as they did for nuclear war and terrorism. Readings and discussions will explore how planetary threats are interconnected, and not just in the techniques used to predict and plan for them. Applying nuclear power to the problem of global warming, for instance, could undermine longstanding efforts to stop nuclear proliferation. Climate change and mass migration, on the other hand, could create new pandemic threats, as a more crowded and interconnected world becomes a single ecosystem. Yet billions spent on building up defenses have created more capacity and opportunity for bio-terrorism. Who would actually use a nuclear or biological weapon? Perhaps a millenarian group hoping to die death, the fourth horse of the apocalypse, straight to heaven

Spring 2021: HIST GU4727
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 4727 | 001/11954 | M 10:10am - 12:00pm
Online Only | Matthew Connelly | 4.00 | 10/15

Fall 2021: HIST GU4727
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 4727 | 001/15368 | W 10:10am - 12:00pm
311 Fayerweather | Matthew Connelly | 4.00 | 12/15

HIST GU4769 Health and Healing in African History. 4 points.
This course charts the history of health and healing from, as far as is possible, a perspective interior to Africa. It explores changing practices and understandings of disease, etiology, healing and well-being from pre-colonial times through into the post-colonial. A major theme running throughout the course is the relationship between medicine, the body, power and social groups. This is balanced by an examination of the creative ways in which Africans have struggled to compose healthy communities, albeit with varied success, whether in the fifteenth century or the twenty-first. Field(s): AFR

Fall 2021: HIST GU4769
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 4769 | 001/10319 | Th 10:10am - 12:00pm
301m Fayerweather | Rhannon Stephens | 4 | 11/22

HIST GU4904 WRITING LIVES: A SURVEY OF HISTORICAL APPROACHES AND TECHNIQUES. 4 points.
Ranging from ancient chronicles and saints’ lives to the emergence of modern subjectivity, the rise of the diary, the novel and the bureaucratic questionnaire, this course explores how historians across the ages have written about people’s lives. It asks what has happened to the notion of a life as a moral example, the changing value of ‘experience’ and the ‘ordinary person’, and charts how democracy altered the sense of what was worth recording and commemorating. It draws for its sources on a very wide range of cultures and epochs and concludes by asking the student to conduct their own life history research.

Fall 2021: HIST GU4904
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
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HIST 4904 | 001/14956 | M 12:10pm - 2:00pm
302 Fayerweather | Mark Mazower | 4 | 0/15

HIST GU4962 Making and Knowing in Early Modern Europe: Hands-On History. 3.00 points.
This course introduces undergraduate and graduate students to the materials, techniques, contexts, and meanings of skilled craft and artistic practices in early modern Europe (1350-1750), in order to reflect upon a series of topics, including craft knowledge and artisanal epistemology; the intersections between craft and science; and questions of historical methodology in reconstructing the material world of the past. The course will be run as a “Laboratory Seminar,” with discussions of primary and secondary materials, as well as hands-on work in a laboratory. The first semester-long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of the Companion. This course is associated with the Making and Knowing Project of the Center for Science and Society at Columbia University. The first semester-long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of Phase II of the Making and Knowing Project - a Research and Teaching Companion. Students’ final projects (exploratory and experimental work in the form of digital/textual analysis of Ms. Fr. 640, reconstruction insight reports, videos for the Companion, or a combination) will be published as part of the Companion or the Sandbox depending on content and long-term maintenance considerations

Fall 2021: HIST GU4962
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 4962 | 001/10502 | M 10:10am - 12:00pm
301m Fayerweather | Pamela Smith | 3.00 | 20/30
## Fall 2021 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. For additional information, please review the "Requirements" tab or consult Undergraduate Administrator at undergraduate-history@columbia.edu (sjm2206@columbia.edu). All courses from the Barnard History Department also count towards the History degree.

**EAAS UN2342 Mythology of East Asia. 4 points.**

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

Through close readings of major myths of China, Japan, and Korea, this course provides a survey of significant themes of East Asian culture. Inclusion of selected comparative readings also leads students to reconsider the nature of ‘world mythology,’ a field often constituted by juxtaposing Greek and Latin classics with oral texts collected during anthropological fieldwork. The core materials for this class are from ancient written traditions, but they speak with force and clarity to modern readers, as is underlined by our attention to latter-day reception and reconceptualization of these narratives. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of East Asian history or culture is required, and all course readings are in English. Satisfies the Global Core requirement.

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<tr>
<td>EAAS 2342</td>
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<td>David Lurie</td>
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<td>4.00</td>
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**CLST UN3041 The Ancient City and Us: Archaeology of a Relationship. 4.00 points.**

The object of this course is Greek and Roman cities in their historical and trans-historical dimensions. In studying their social, economic, and political features, we will discuss models and approaches to this historical form of the city and compare it with other pre-modern and modern examples in world history. The course, open to undergraduate students of different departments and various backgrounds, will ultimately serve as an exercise in historical estrangement to look with fresh and informed eyes at the cities of today.

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**MDES UN3048 Pandemics: A Global History. 3.00 points.**

With an interdisciplinary perspective, this course seeks to expand the understanding of past pandemic crises and recent, lived pandemics such as COVID-19. COVID-19 has brought up urgent questions about how we can understand and historicize pandemics and trace the changing relationship between disease and its vectors, humans and their environments. This course seeks to expand the understanding of past and recent pandemics through a historical lens that traces the deep seated racial and class disparities, social and cultural stigma, and political responses and control that they were expressed and deployed during these historical crises. It seeks to understand and analyze pandemics as representing complex, disruptive and devastating crises that effect profound transformations in ideas, social and economic relations and challenge interdependent networks and cultures. Pandemics are balanced in a global-local flux between dramatic, proliferating, contagious outbreaks, and endemic, chronic infections that have prolonged periods of latency before again remerging through new transmissions. They also serve as a crucial lens to analyze a range of historical connections, ensions and movements ranging from colonialism and the politics of borders, global capitalism and labor, migration and mobility, decolonization and development, and neoliberalism and global health politics.

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<td>MDES 3048</td>
<td>001/13828</td>
<td>T Th 8:40am - 9:55am</td>
<td>Sivaramakrishnan</td>
<td>3.00</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.

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**Spring 2021: CSER UN3928**

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**Fall 2021: CSER UN3928**

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*Fall 2021 Cross-listed Courses*

Spring 2021: MDES UN3048

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Fall 2021: MDES UN3048

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*Fall 2021 Cross-listed Courses*

Spring 2021: MDES UN3048

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Fall 2021: MDES UN3048

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<td>MDES 3048</td>
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<td>Sivaramakrishnan</td>
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</table>
AMST UN3930 Topics in American Studies. **4 points.**
Please refer to the Center for American Studies website for course descriptions for each section. americanstudies.columbia.edu

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<tr>
<td>AMST 3930</td>
<td>001/11234</td>
<td>M 6:10pm - 8:00pm 317 Hamilton Hall</td>
<td>Benjamin Rosenberg</td>
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<td>AMST 3930</td>
<td>002/11261</td>
<td>T 10:10am - 12:00pm 317 Hamilton Hall</td>
<td>James Shapiro</td>
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<td>003/11270</td>
<td>M 2:10pm - 4:00pm 317 Hamilton Hall</td>
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<tr>
<td>AMST 3930</td>
<td>006/13516</td>
<td>M 4:10pm - 6:00pm 317 Hamilton Hall</td>
<td>Mark Lilla</td>
<td>4</td>
<td>10/18</td>
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</tbody>
</table>

AMHS GU4462 Immigrant New York. **4 points.**
Not offered during 2021-22 academic year.

For the past century and a half, New York City has been the first home of millions of immigrants to the United States. This course will compare immigrants' encounter with New York at the dawn of the twentieth century with contemporary issues, organizations, and debates shaping immigrant life in New York City. As a service learning course, each student will be required to work 2-4 hours/week in the Riverside Language Center or programs for immigrants run by Community Impact. Field(s): US

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<tr>
<td>AMHS 4462</td>
<td>001/14968</td>
<td>M 12:10pm - 2:00pm 317 Hamilton Hall</td>
<td>Kobrin</td>
<td>4</td>
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</table>

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.

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<th>Course Number</th>
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<tbody>
<tr>
<td>HSEA 4880</td>
<td>001/10930</td>
<td>T Th 4:10pm - 5:25pm 413 Kent Hall</td>
<td>Madeleine Zelin</td>
<td>3</td>
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</tr>
</tbody>
</table>

Spring 2021 History Courses

**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.

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<tr>
<td>HIST 1020</td>
<td>001/11330</td>
<td>T Th 2:40pm - 3:55pm Online Only</td>
<td>Sailakshmi Ramgopal</td>
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<tr>
<td>HIST 1020</td>
<td>AU1/19865</td>
<td>T Th 2:40pm - 3:55pm 313 Fayerweather</td>
<td>Sailakshmi Ramgopal</td>
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</table>

**HIST BC1302 EUROPEAN HISTORY SINCE 1789. **4.00 points.
Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism

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<tr>
<td>HIST 1302</td>
<td>001/00106</td>
<td>M W 10:10am - 11:25am Room TBA</td>
<td>Lisa Tiersten</td>
<td>4.00</td>
<td>87/93</td>
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<tr>
<td>HIST 1302</td>
<td>AU1/19866</td>
<td>T Th 2:40pm - 3:55pm 313 Fayerweather</td>
<td>Lisa Tiersten</td>
<td>4.00</td>
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**HIST BC1401 INTRODUCTION TO AMERICAN HISTORY TO 1865. **4.00 points.
Themes include Native and colonial cultures and politics, the evolution of American political and economic institutions, relationships between religious and social movements, and connecting ideologies of race and gender with larger processes such as enslavement, dispossession, and industrialization

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<td>HIST 1401</td>
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<td>T Th 2:40pm - 3:55pm Online Only</td>
<td>Andrew Lipman</td>
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justified by depicting such conditions as “natural.”

healthy environments—differences that have all-too-frequently been
have nonetheless enjoyed unequal access to natural resources and to

Although all human beings share profound biological similarities, they
undermine and to reinforce the divisions within human societies.

sharp relief the ways in which the natural world can serve both to
in the study of ethnicity, environmental history casts into particularly
which our understanding of the natural world is expressed: wilderness
its practitioners to rethink some of the fundamental categories through

in the world of the tight relationship between climate and history. The
change denialism. The class offers a wide range of case studies around
examine the history of weather and climate science, as well as climate
historical actor of global history, rather than as the backdrop of political,
human societies. The class will first survey the role of climate as an

led by Robespierre and his colleagues in 1793-1794.
calendar and civil religion, and the sweeping plans for moral regeneration
dechristianization movement, attempts to establish a new Revolutionary
1793, civil war in the Vendée, the militarization of the Revolution, the
we will address include the erosion of the king’s authority in the years
Bonaparte. Among our primary aims will be to explore the origins of the
Historic Society.

For much of modern history Germany was Europe’s battlefield. Its
soldiers wrote themselves into the annals of military history. But it was
also a place where war was discussed, conceptualized and criticized with
unparalleled vigor. Nowhere did the extreme violence of the seventeenth
century and the early twentieth century leave a deeper mark than on
Germany. Today, as we enter the twenty-first century, Germany is the
nation that has perhaps come closest to drawing a final, concluding line
under its military history. This course will chart the rise and fall of modern
militarism in Germany. For those interested in military history per se, this
course will not hold back from discussing battles, soldiers and weapons.
But it will also offer an introduction to German history more generally.
And through the German example we will address questions in political
philosophy that haunted modern European history and continue to haunt
America today. How is state violence justified? How can it be regulated
and controlled? What is its future?

An introductory survey of the history of Russia, the Russian Empire,
and the Soviet Union over the last two centuries. Russia’s role on
the European continent, intellectual movements, unfree labor and
emancipation, economic growth and social change, and finally the great
revolutions of 1905 and 1917 define the “long nineteenth century.” The
second half of the course turns to the tumultuous twentieth century: cultural experiments of the 1920s, Stalinism, World War II, and the new
society of the Khruščev and Brezhnev years. Finally, a look at very
recent history since the East European revolutions of 1989-91. This is
primarily a course on the domestic history of Russia and the USSR, but
with some attention to foreign policy and Russia’s role in the world
HIST BC2402 Science and Society: From Galileo to Climate Change. 3.00 points.
This course explores the intersection of scientific ideas and society in three historical contexts: the trial of Galileo by the Roman Inquisition in early 17th-century Europe, which examined the validity and implications of Galileo's ideas on motion physics and astronomy; 2) the 2009 United Nations Climate Change Conference in Copenhagen, which sought an international accord to limit carbon emissions; and 3) the problem of obesity, diet, and cholesterol as debated by the CDC, USDA, and the U.S. Congress during the 1990s. Because this course will be offered in an online format, it uses multiple active-learning strategies to promote student interaction and engagement.

Spring 2021: HIST BC2402
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2402  001/00120  M W 11:40am - 12:55pm  Online Only  Mark Carnes  3.00  17/32
HIST 2402  AU1/19869  Mark Carnes  3.00  5/5

HIST BC2477 RACE, CLASS, AND POLITICS IN NEW YORK CITY. 3 points.
The objectives of this course are: to gain familiarity with the major themes of New York History since 1898, to learn to think historically, and to learn to think and write critically about arguments that underlie historical interpretation. We will also examine and analyze the systems and structures—of race and class—that have shaped life in New York, while seeking to understand how social groups have pursued change inside and outside of such structures.

Spring 2021: HIST BC2477
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2477  001/00114  M W 6:10pm - 7:25pm  Room TBA  Matthew Vaz  3  50/60
Fall 2021: HIST BC2477
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2477  001/00045  M W 6:10pm - 7:25pm  504 Diana Center  Matthew Vaz  3  60/60

HIST UN2491 US FOREIGN RELATIONS 1890-1990. 4.00 points.
This course has three purposes: (i) to examine the role and identity of the United States in the world, roughly between the 1890s and the late 20th century; (ii) to provide an empirical grasp of U.S. foreign relations during that period; and (iii) subject to critical historical perspectives on the various periods and events which have come to make up that history. The lectures, on the whole, will be supplementary to the readings, not a commentary on them.

Spring 2021: HIST UN2491
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2491  001/10109  M W 11:40am - 12:55pm  501 Northwest Corner  Anders  4.00  27/50

HIST UN2540 History of the South. 4 points.
A survey of the history of the American South from the colonial era to the present day, with two purposes: first, to afford students an understanding of the special historical characteristics of the South and of southerners; and second, to explore what the experience of the South may teach about America as a nation.

Spring 2021: HIST UN2540
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2540  001/10086  T Th 11:40am - 12:55pm  Online Only  Barbara Fields  4  51/75

HIST UN2565 American History at the Movies. 4 points.
This lecture explores major topics in modern American history through an examination of the American film industry and some of its most popular films and stars. It begins with the emergence of "Hollywood" as an industry and a place in the wake of WWI and ends with the rise of the so-called 'New Hollywood' in the 1970s and its treatment of the 1960s and the Vietnam War. For much of this period, Hollywood's films were not protected free speech, making movies and stars peculiarly reflective of, and vulnerable to, changes in broader cultural and political dynamics. Students will become familiar with Hollywood's institutional history over this half-century in order to understand the forces, both internal and external, that have shaped the presentation of what Americans do and don't see on screens and to become skilled interpreters of American history at the movies.

Spring 2021: HIST UN2565
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2565  001/10090  T 1:10pm - 2:25pm  Online Only  Hilary-Anne Hallett  4  48/75
HIST 2565  001/10090  Th 1:10pm - 2:25pm  Online Only  Hilary-Anne Hallett  4  48/75

HIST UN2661 LATIN AMERICAN CIVILIZATION II. 4.00 points.
CC/JS/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 troubled 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 ideological "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 2021: HIST UN2661
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2661  001/10188  T Th 10:10am - 11:25am  417 International Affairs  Jose Moya  4.00  123/150

HIST UN2679 Atlantic Slave Trade. 4 points.
The history of human trafficking in the Atlantic world from the first European slaving expeditions in the late fifteenth century down to the final forced crossings in the era of the U.S. Civil War. Themes include captive taking in West Africa and its impact on West African societies, the commercial organization of the Atlantic slave trade in Europe and the Americas, and the experience of capture, exile, commodification, and survival of those shipped to the Americas.

Spring 2021: HIST UN2679
Course Number  Section/Call  Times/Location  Instructor  Points  Enrollment
HIST 2679  001/11372  M W 2:40pm - 3:55pm  Online Only  Christopher Brown  4  46/75
HIST 2679  AU1/19871  Christopher Brown  4  22/15
HIST UN2764 East African History. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of East African history over the past two millennia with a focus on political and social change. Themes include early religious and political ideas, the rise of states on the Swahili coast and between the Great Lakes, slavery, colonialism, and social and cultural developments in the 20th century. This course fulfills the Global Core requirement.

Discussion section required.

HIST UN2701 Ottoman Empire. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will cover the seven-century long history of the Ottoman Empire, which spanned Europe, Asia, and Africa as well as the medieval, early modern, and modern period. The many levels of continuity and change will be the focus, as will issues of identities and mentalities, confessional diversity, cultural and linguistic pluralism, and imperial governance and political belonging of the empire within larger regional and global perspectives over the centuries. The course also seeks to cultivate appreciation of the human experience through the multifarious experiences culled from the Ottoman past.

Spring 2021: HIST UN2701
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2701  001/10102  T Th 11:40am - 12:55pm  Tunc Sen  4  76/100

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 2021: HIST UN2881
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2881  001/10097  T Th 11:40am - 12:55pm  Lien-Hang Nguyen  4  63/75

HIST UN2987 Technology and US Politics. 4 points.

The course investigates the relation between politics and technology in the United States during the twentieth century. Following the telephone, 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 2021: HIST UN2987
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2987  001/11117  T Th 10:10am - 11:25am  Alma Steingart  4  44/75

HIST UN3269 From Oracles to Mathematics. 4.00 points.

This class looks at how European society tried to tame chance and comprehend its whims before and after the arrival of the mathematics of probability around 1650. How did people move from consulting oracles to developing the insurance business? One simple answer is the discovery of the mathematical calculation of risk. But insurance contracts appear well before the availability of that tool, and insurers continued to do their business without it after it became widely known. This class explores why chance did not become “more” accurate – an object of science and knowledge – with the arrival of the probability calculus. It examines risk as a historically shaped experience in various areas of its manifestations including oracles, gambling, insurance, philosophy, and theology. The semester groups the history of risk into four thematically and chronologically organized units of focus: (1) We will begin with a survey of how we can study risk as historical construct asking what components shape a society’s understanding and handling of risk. In order to gain insight into what risk meant before ca. 1350, we will analyze oracles and curses people used to cope with future events in antiquity. (2) We will then explore the world of gambling to understand how closely related its risks were to those found in business practices. (3) Turning to late medieval and early modern insurance, we will analyze contracts, laws and theories of insurance. Why was it that risk became a commodity – a thing separable from the merchandise it concerned – only by 1350? (4) The next and last unit takes us to theories of risk before and after the development of the mathematical theory of probability to challenge and refine the notion that mathematics “counted away” divine providence. (Note: You do not need any prior mathematical skills for the class.)

Spring 2021: HIST UN3269
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3269  001/16127  T 4:10pm - 6:00pm  Sarina Kuersteiner  4.00  10/15
HIST UN3384 Brazilian Slavery in its Global Context. 4.00 points.
What does Brazilian slavery have to teach the world? This course examines the history of slavery, as well as resistance to it, its abolition, the way it has been remembered and forgotten, in Latin America's largest country in its hemispheric, Atlantic, and global context. In Brazil, the practice of enslaving Africans and their descendants lasted longer and involved more people than in any other place in the world. Our readings and in-class discussions broadly survey the entire sweep of Brazilian history from the sixteenth century to the present, demonstrating how the enslavement of people originally brought from Africa and their descendants is an inextricable part of the country's history, and to the history of the African Diaspora, and is fundamental to understanding Brazil's relationship to the rest of the world. No prior knowledge of Latin American or Brazilian history is required, and all required readings will be in English.

Spring 2021: HIST UN3384
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3384  001/11968  W 10:10am - 12:00pm  860 Alfred Lerner Hall  Amy Chazkel  4.00  13/15

HIST BC3392 Senior Research Seminar. 4 points.
Prerequisites: Open to Barnard College History Senior Majors. Individual guided research and writing in history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details.

Spring 2021: HIST BC3392
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3392  001/00115  W 4:10pm - 6:00pm  Room TBA  Andrew Lipman  4  49

HIST UN3437 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.

Spring 2021: HIST UN3437
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3437  001/12251  W 8:30am - 10:20am  Online Only  David Rosner  4  13/15

HIST BC3495 Representing the Past. 4.00 points.
Examines the renderings of the past as conveyed by historians and by those seeking to "represent" the past, such as novelists, playwrights, filmmakers, ritualists, and artists. Analyzes the theoretical, philosophical, and evidentiary problems and possibilities inherent in various modes of historical narration and representation.

Spring 2021: HIST BC3495
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3495  001/00116  T 4:10pm - 6:00pm  Online Only  Mark Carnes  4.00  13/15

Note: This course meets as a lecture but it is a seminar.
Prerequisites: NA
This seminar explores the roots of and responses to the contemporary refugee "crisis" at the U.S.-Mexico border. We examine the historical factors that are propelling people, including families and unaccompanied minors, to flee the so-called Northern Triangle of Central America (El Salvador, Honduras, Guatemala); the law and politics of asylum that those seeking refuge must negotiate in the U.S.; and the burgeoning system of immigration incarceration that detains ever-greater numbers of non-citizens. The course is organized around a collaboration with the Dilley Pro Bono Project, an organization that provides legal counsel to detainees at the country's largest immigration detention prison, in Dilley, Texas.

Spring 2021: HIST BC3670
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3670  001/00118  T 12:10pm - 2:00pm  Room TBA  Nara Milanich  4  14/15

HIST BC3692 ANARCHISM: A GLOBAL HISTORY. 4 points.
Explores the historical development of anarchism as a working-class, youth, and artistic movement in Europe, North and Latin America, the Middle East, India, Japan, and China from the 1850s to the present. Examines anarchism both as an ideology and as a set of cultural and political practices.

Spring 2021: HIST BC3692
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3692  001/00121  W 2:10pm - 4:00pm  Online Only  Jose Moya  4  12/15
HIST UN3702 Russia’s Silver Age, 1890-1920. 4.00 points.
The end of a century and the beginning of a new one can be a moment of self-consciousness, when people pause in their usual activities to reflect on the direction of their civilization and to wonder what the future might hold. Usually, the 1917 Revolution dominates our consciousness of the first decades of the 20th century in Russia. This course offers a chance to take an in-depth look at a different aspect of Russian life: the turbulent world of ideas and culture, in many ways shared with other European capitals, that we have come to know as the Silver Age. One of the great novels of the age, Andrei Bely’s Petersburg (1913), will be our window into the artistic currents, philosophical discussions, apocalyptic moods and revolutionary stirrings of turn-of-the-century Russia. Since the creators of the Silver Age thought of themselves as drawing on the whole of Russian and world culture for inspiration, I also hope that our focus on these 30 years will propel us both backwards and forwards in time so we can discuss broad themes of Russian history and culture.

HIST BC3770 African Communities in New York, 1900 to the Present. 4.00 points.
This class explores the history of voluntary migrations from Africa to the United States over the course of the 20th century. This course is designed as a historical research seminar that is open to students with prior coursework in African Studies, Africana Studies, Race and Ethnic Studies, or History. Thematically the course dwells at a point of intersection between African history, Black History, and Immigration History. As part of the Barnard Engages curriculum, this class is collaboratively designed with the Harlem-based non-profit organization, African Communities Together. The aim of this course is to support the mission of ACT by producing a historically grounded digital advocacy project. The mission of ACT is to empower immigrants from Africa and their families to integrate socially, advance economically, and engage civically. To advance this mission, ACT must confront the reality that in the current political moment new legal, political, and social barriers are being erected to the integration, advancement, and engagement of African immigrants on a daily basis. As immigrants, as Black people, as Africans, and often as women, low-income people, LGBT people, and Muslims, African immigrants experience multiple intersecting forms of marginalization. Now more than ever, it is critical that African immigrants be empowered to tell their own stories—not just of persecution and suffering, but of resilience and resistance.

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 GU4012 HISTORY OF THE CITY IN LATIN AMERICA. 4.00 points.
This course covers the historical development of cities in Latin America. Readings examine the concentration of people in commercial and political centers from the beginnings of European colonization in the sixteenth 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; cities as sites of imperial power and their post-colonial role in nation-building; changing power dynamics in modern Latin America, especially as they impacted the lives of cities’ nonelite majority populations; the legalities and politics of urban space; the complexity and historical development of urban segregation; the rise of informal economies; and the constant tension between tradition and progress through which urban societies have formed. Reading knowledge of Spanish and/or Portuguese will be helpful but is not required. Open to both undergraduate and graduate students; graduate students will be given additional reading and writing assignments.
HIST GU4029 Europe’s Commercial Revolution, ca 1100-1800: Economic, Social, and Cultural Change. 4 points.
This course examines the profound changes wrought by the explosive growth of the European market economy during the late medieval and early modern centuries. Readings will be drawn both from theoretical literature examining the market and from studies documenting the practices of commercial people, the institutions that organized trade (guilds, merchant associations, law, and the nascent states of the period), and the cultural responses to commercial wealth.

Spring 2021: HIST GU4029
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4029 001/10091 W 4:10pm - 6:00pm Online Only Martha Howell 4 10/15

HIST GU4380 THE IDEA OF EUROPE. 4.00 points.

Spring 2021: HIST GU4380
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4380 001/10987 W 10:10am - 12:00pm 302 Hamilton Hall Victoria De Grazia 4.00 17/15

HIST GU4509 PROBLEMS IN INT’L HISTORY. 4.00 points.
The object of this course is to illuminate how histories of the realm we think of as “international” are structured by means of key concepts, foundational concepts that form semantic fields of politics and policy. The seminar will chiefly be devoted to some ways of this in the empirical context of what is now being called the subfield of ‘the U.S. in the World.’

Spring 2021: HIST GU4509
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4509 002/12468 T 4:10pm - 6:00pm 313 Fayerweather Anders Stephanson 4.00 10/15

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 race, 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/1xaPFlhQ0Zkl1NHnjlQlen9h41ie2hXAdhV59D5wH8AQ/viewform?usp=send_form. Questions may be directed to skroberts@columbia.edu.

Spring 2021: HIST GU4588
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HIST 4588 001/19152 W 10:10am - 12:00pm Online Only Samuel Roberts 4 6/15
HIST GU4641 HOLOCAUST GENOCIDE-AMER CULTURE. 4.00 points.
When the Holocaust Museum in Washington, D.C. opened in 1993, some people asked why a "European" catastrophe was being memorialized alongside shrines to Washington, Jefferson, and Lincoln while there was still no museum documenting the experience of African slaves in the United States or the effort to exterminate the Native Americans on this continent. How American intellectuals have thought about the Nazi regime and the Holocaust in Europe since before the Second World War and in the latter half of the twentieth century is to focus on this course. The course will also compare the ways the United States narrates, conceptualizes and deals with the Holocaust as opposed to other genocidal events. This course is comparative at its core as it examines how intellectuals and institutions spanning from Hannah Arendt to the United Nations to the US Holocaust Museum have woven this event into American culture.

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, antifraternalism, and relations with secular governments and papacy.

HIST GU4713 Orientalism and the Historiography of the Other. 4 points.
This course will examine some of the p

HIST GU4727 The History of the End of the World. 4.00 points.
For thousands of years people have been getting ready for the end of the world, giving rise to millenarian movements that have sometimes changed history. More than once, large numbers of people have experienced events such as the Black Death, the Little Ice Age, colonial conquest, and “strategic” bombing that seemed very much like the end of their world. And over the last seventy-five years, governments and international organizations have made major investments in predicting and preparing for catastrophic threats. Efforts to manage or mitigate these dangers have had world-changing consequences, including “preventative” wars, and new forms of global governance. The very idea of the end of the world, in other words, has a long history, with a demonstrable impact, which provides instructive lessons as we contemplate things to come. This course will explore this history, beginning with eschatology and millenarian movements. In part two, students will learn how different conceptual frameworks can be applied to assessing and managing risk, and understanding how people perceive or misperceive danger. They will learn how they can be applied to identify the most important challenges, drawing insights from different disciplinary approaches. The third and main part of the course will consist of comparative and connected analyses of the age-old apocalyptic threats – war, pestilence, and famine – in their modern forms, i.e. nuclear armageddon, pandemics, and ecological collapse. By examining them together, we can compare the magnitude and probability of each danger, and also explore their interconnections. We will see, for instance, how nuclear testing helped give rise to the environmental movement, and how modeling the aftereffects of nuclear exchanges helped advance understanding of climate change. Similarly, scenario exercises have shaped threat perceptions and disaster-preparedness for pandemics and bio-warfare as much as they did for nuclear war and terrorism. Readings and discussions will explore how planetary threats are interconnected, and not just in the techniques used to predict and plan for them. Applying nuclear power to the problem of global warming, for instance, could undermine longstanding efforts to stop nuclear proliferation. Climate change and mass migration, on the other hand, create new pandemic threats, as a more crowded and interconnected world becomes a single ecosystem. Yet billions spent on building up defenses have created more capacity and opportunity for bio-terrorism. Who would actually use a nuclear or biological weapon? Perhaps a millenarian group hoping to ride death, the fourth horse of the apocalypse, straight to heaven.

HIST GU4821 Italy’s Material Culture, 1945-2015. 4.00 points.
Italy’s Material Culture, 1945-2015. The evolution of Made in Italy, drawing on cases from craft industry, fashion design, and consumer and life-style movements.
HIST GU4844 Outlaws in Asian History. 4.00 points.
What kind of historical actors were outlaws? How did they interact with and in turn shape their societies, governments, and politics? In what ways did the outlaws’ transgressions destabilize ideas about national boundary, state sovereignty, political legitimacy, and legality? Over the course of the semester, students will engage with debates over the characterization of outlaws as well as case studies delving into particular places and times. The case studies, which span much of Asia, focus on multiethnic smugglers in island Southeast Asia, bandits on the Sino-Vietnamese border, revolutionary gangsters in Indonesia, nationalist yakuza in Japan, among others. In the process, we will compare and assess the theoretical and methodological approaches scholars have taken to study figures that often reside in the shadows.

Spring 2021: HIST GU4844
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<tr>
<td>HIST 4844</td>
<td>001/17126</td>
<td>W 4:10pm - 6:00pm Online Only</td>
<td>Kevin Li</td>
<td>4.00</td>
<td>7/15</td>
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HIST GU4923 NARRATIVES OF WWII. 4.00 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 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.

Spring 2021: HIST GU4923
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<th>Course Number</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>HIST 4923</td>
<td>001/10088</td>
<td>T 4:10pm - 6:00pm 301m Fayerweather</td>
<td>Carol Gluck</td>
<td>4.00</td>
<td>15/15</td>
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</table>

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 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.

Spring 2021: HIST GU4935
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<tr>
<td>HIST 4935</td>
<td>001/11735</td>
<td>Th 4:10pm - 6:00pm Online Only</td>
<td>Ardeta Gjikola</td>
<td>4</td>
<td>13/15</td>
</tr>
</tbody>
</table>

HIST GU4956 Mesopotamian Culture and Society in the first millennium BCE. 4.00 points.
In this seminar we will investigate various aspects of the cultural and social practices of the ancient Mesopotamian Assyrian and Babylonian empires of the first millennium BCE richly documented in textual sources and elements of material culture.

Spring 2021: HIST GU4956
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<th>Course Number</th>
<th>Section/Call Number</th>
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<tr>
<td>HIST 4956</td>
<td>001/11969</td>
<td>T 2:10pm - 4:00pm Online Only</td>
<td>Marc Van De Mieroop</td>
<td>4.00</td>
<td>9/15</td>
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</table>

HIST GU4984 HACKING THE ARCHIVE: LAB FOR COMP. HIST. 4.00 points.
This is a hands-on, project-driven, Laboratory Seminar that explores the frontiers of historical analysis in the information age. It harnesses the exponential growth in information resulting from the digitization of older materials and the explosion of “born digital” electronic records. Machine learning and natural language processing make it possible to answer traditional research questions with greater rigor, and tackle new kinds of projects that would once have been deemed impracticable. At the same time, scholars now have many more ways to communicate with one another and the broader public, and it is becoming both easier – and more necessary – to collaborate across disciplines. This course will create a laboratory organized around a common group of databases in 20th century international history. Students will begin by learning about earlier methodological transformations in literary, cultural, and historical analysis, and consider whether and how the “digital turn” might turn out differently. They will then explore new tools and techniques, including named-entity recognition, text classification, topic modeling, geographic information systems, social and citation network analysis, and data visualization. As we turn to specific projects, you will be able to either write a historical research paper or try an alternative project, either working alone or as part of a team. Papers will entail applying one or more of the digital tools to a specific historical literature/debate or a novel historical topic. Projects might include assembling and “cleaning” a large dataset of documents, prototyping a new tool, launching a web-based exhibit, or drafting a grant application. You will be encouraged to seek out additional training as necessary, conduct experiments, and design ambitious projects that might extend beyond the life of the course. The seminar will meet every week, and start with a discussion of the readings. The second hour will be devoted to training in new tools for historical research, as well as individual and small group work. Students will also be encouraged to attend weekly lab meetings, and that will be a requirement of those undertaking alternative projects. The course is open to students with no training in statistics or computer programming, and no knowledge of international history. But all participants should be open to learning both historical and computational research skills, such as the critical reading of primary source documents and oral history interviewing on the one hand, and scraping websites, querying databases, and using data visualization tools on the other.

Spring 2021: HIST GU4984
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<th>Course Number</th>
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<tr>
<td>HIST 4984</td>
<td>001/10083</td>
<td>W 10:10am - 12:00pm Online Only</td>
<td>Matthew Connely</td>
<td>4.00</td>
<td>10/15</td>
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</table>

Spring 2021 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. For additional information, please review the "Requirements" tab or consult Undergraduate Administrator at undergraduate-history@columbia.edu (sjm2206@columbia.edu). All courses from the Barnard History Department also count towards the History degree.
AFAS UN1002 Major Debates in African-American Studies. 4 points. 
Prerequisites: Students must register for discussion section, AFAS UN1003.
This course will focus on the major debates in African-American Studies from the role of education to the political uses of art. The class will follow these debates historically with attention to the ways in which earlier discussions on migration and emigration, for example, were engaged with the specific historical conjuncture in which they took place as well as in the myriad ways in which earlier debates continue to resonate today. There will be a mix of primary documents and secondary sources and commentary.

Spring 2021: AFAS UN1002
Course Number: 001/12945
Section/Call Number: Th 10:10am - 12:00pm
Times/Location: Online Only
Instructor: Frank Guridy
Points: 4
Enrollment: 14/15

AFRS BC3110 THE AFRICANA COLLOQUIUM. 4.00 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 18 students. Priority will be given to Africana majors and CCIS students (Africana Studies, American Studies and Women’s Studies majors; minors in Race and Ethnic Studies).
In this colloquium we will examine the complexities of race, gender, ethnicity, class, sexuality, and nationality within Caribbean contexts. Some of the themes we will analyze include conceptions of home and ethnicity, class, sexuality, and nationality within Caribbean contexts. We will specifically address how Caribbean women frame and interrogate the politics of slavery, emancipation, freedom, resistance, rebellion, and independence during the specific historical conjuncture in which they took place as well as in the myriad ways in which earlier debates continue to resonate today. There will be a mix of primary documents and secondary sources and commentary.

Spring 2021: AFRS BC3110
Course Number: 001/00068
Section/Call Number: W 2:10pm - 4:00pm
Times/Location: Room TBA
Instructor: Celia Naylor
Points: 4
Enrollment: 8/15

Fall 2021: AFRS BC3110
Course Number: 001/00077
Section/Call Number: T 4:00pm - 6:00pm
Times/Location: Online Only
Instructor: Kim F Hall
Points: 4
Enrollment: 6/12

AFRS BC3589 Black Feminism(s)/Womanism(s). 4 points.
Black Feminism(s)/Womanism(s)

Spring 2021: AFRS BC3589
Course Number: 001/00067
Section/Call Number: W 4:10pm - 6:00pm
Times/Location: Room TBA
Instructor: Celia Naylor
Points: 4
Enrollment: 16/15

AMST UN3931 Topics in American Studies. 4 points.
Please refer to the Center for American Studies for section descriptions.

Spring 2021: AMST UN3931
Course Number: 001/10181
Section/Call Number: T 2:10pm - 4:00pm
Times/Location: Online Only
Instructor: Casey Blake
Points: 4
Enrollment: 16/18

AMST UN3931 Course Number: 002/10182
Section/Call Number: W 2:10pm - 4:00pm
Times/Location: Online Only
Instructor: Roosevelt Montas
Points: 4
Enrollment: 15/18

AMST UN3931 Course Number: 004/10183
Section/Call Number: W 12:10pm - 2:00pm
Times/Location: Online Only
Instructor: John McWhorter
Points: 4
Enrollment: 12/18

AMST UN3931 Course Number: 005/10185
Section/Call Number: M 2:10pm - 4:00pm
Times/Location: Online Only
Instructor: Andrew Delbanco, Roger Lehecka
Points: 4
Enrollment: 15/18

AMST UN3931 Course Number: 006/10186
Section/Call Number: T 4:10pm - 6:00pm
Times/Location: Online Only
Instructor: Cathleen Price
Points: 4
Enrollment: 14/15

AMST UN3931 Course Number: 007/10187
Section/Call Number: Th 4:10pm - 6:00pm
Times/Location: Online Only
Instructor: Michael Hindus
Points: 4
Enrollment: 14/18

AMST UN3931 Course Number: 009/10458
Section/Call Number: Th 12:10pm - 2:00pm
Times/Location: Online Only
Instructor: Ross Posnock
Points: 4
Enrollment: 7/18

ASCE UN1361 INTRO EAST ASIAN CIV. JPN. 4.00 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371
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

Spring 2021: ASCE UN1361
Course Number: 001/01028
Section/Call Number: M W 4:10pm - 5:25pm
Times/Location: Online Only
Instructor: Paul Kretzman
Points: 4
Enrollment: 92/90

Fall 2021: ASCE UN1361
Course Number: 001/01090
Section/Call Number: M W 2:40pm - 3:55pm
Times/Location: Aud Earl Hall
Instructor: Ye Yuan
Points: 4
Enrollment: 73/60

CLST UN3030 Beyond City Limits: Considering the Countryside in the Ancient Roman World. 4.00 points.
Through an interdisciplinary study of ancient literary and archaeological evidence, as well as papyri, inscriptions, and artwork housed at Columbia and the Metropolitan Museum of Art, this research-driven seminar considers the cultural, social, and economic histories of rural populations across the empire. Beginning with the foundation of Rome, we will consider how its continued expansion through military conquest led to a crisis in the Italian countryside which helped stoke the flames of civil unrest in the 3rd-2nd centuries BCE. After surveying how the countryside was transformed into a metaphor of peace under the Roman emperors, we will then turn to several of Rome’s provinces (including Egypt, North Africa, and Britain) as case studies for specific issues in rural history. By examining the Roman countryside in this way, we gain a deeper understanding of how its rural inhabitants affected, and were affected by, Roman rule. This course considers how a government, ruling from the political uses of art. The class will follow these debates historically with attention to the ways in which earlier discussions on migration and emigration, for example, were engaged with the specific historical conjuncture in which they took place as well as in the myriad ways in which earlier debates continue to resonate today. There will be a mix of primary documents and secondary sources and commentary.

Spring 2021: CLST UN3030
Course Number: 001/16168
Section/Call Number: W 6:10pm - 8:00pm
Times/Location: Online Only
Instructor: Deborah Sokolowski
Points: 4
Enrollment: 12/15

History 23
CLST UN3040 Ethnicity, Power, and Resistance in Ancient Empire. 4.00 points.

In this course we will investigate how, and to what extent, ethnicity can help us understand both the incredible power of ancient empires and also how they were challenged and undermined. We will examine and compare four ancient empires in the Mediterranean and Near East, from the mid-6th cent. BCE to the 2nd cent. CE: The Persian Achaemenid Empire, The Hellenistic Ptolemaic and Seleucid Empires, and the Roman Empire.

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<tr>
<td>CLST 3040</td>
<td>001/16337</td>
<td>T 10:10am - 12:00pm</td>
<td>Tal Ish Shalom</td>
<td>4.00</td>
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Online Only

CPLS UN3900 INTRO TO ICLS. 3.00 points.

Introduction to concepts and methods of comparative literature in cross-disciplinary and global context. Topics may include: oral, print, and visual culture; epic, novel, and nation; literature of travel, exile, and diaspora; sex and gender transformation; the human/inhuman; writing trauma; urban imaginaries; world literature; medical humanities. Open only to students who have applied for and declared a major in Comparative Literature and Society or Medical Humanities.

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<tr>
<td>CPLS 3900</td>
<td>001/10103</td>
<td>Th 10:10am - 12:00pm</td>
<td>David Lurie</td>
<td>3.00</td>
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</table>

Online Only

EAAS UN3338 CULTRL HIST-JAPANESE MONSTERS. 3.00 points.

Priority is given to EALAC and History majors, as well as to those who have done previous coursework on Japan.

From Godzilla to Pokemon (literally, pocket monster) toys, Japanese monsters have become a staple commodity of late-capitalist global pop culture. This course seeks to place this phenomenon within a longer historical, as well as a broader cross-cultural, context. Through an examination of texts and images spanning over thirteen centuries of Japanese history, along with comparable productions from other cultures, students will gain an understanding not only of different conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, but also of the role of the monstrous in the cultural imagination more generally. The course draws on various media and genres of representation, ranging from written works, both literary and scholarly, to the visual arts, material culture, drama, and cinema. Readings average 100-150 pages per week. Several film and video screenings are scheduled in addition to the regular class meetings. Seating is limited, with final admission based on a written essay and other information to be submitted to the instructor before the beginning of the semester.

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<tr>
<td>EAAS 3338</td>
<td>001/10316</td>
<td>M W 6:10pm - 7:25pm</td>
<td>Gregory Pflugfelder</td>
<td>3.00</td>
<td>11/15</td>
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</tbody>
</table>

Online Only

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.

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<tr>
<td>HSAM 2901</td>
<td>001/10070</td>
<td>T 10:10am - 11:25am</td>
<td>Chris Wiggins, Matthew Jones</td>
<td>3</td>
<td>56/76</td>
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</tbody>
</table>

Online Only

HSEA GU4700 Rise of Modern Tibet: History and Society, 1600-1913. 4 points.

Rise of Modern Tibet

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<tr>
<td>HSEA 4700</td>
<td>001/10326</td>
<td>Th 2:10pm - 4:00pm</td>
<td>Gray Tuttle</td>
<td>4</td>
<td>9/15</td>
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</table>

Online Only

HSEA GU4712 Local History in Tibet. 4 points.

Tibetan culture covers an area roughly the size of Western Europe, yet most regions have not been the subject of sustained historical study. This course is designed for students interested in studying approaches to local history that attempt to ask large questions of relatively small places. Historiographic works from Tibetan studies (where they exist) will be examined in comparison with approaches drawn mainly from European and Chinese studies, as well as theories drawn from North/South American and Southeast Asian contexts. Given the centrality of Buddhist monasteries to Tibetan history (as “urban” centers, banks, governments, educational institutions, etc.) much of the course will deal with these.

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<tr>
<td>HSEA 4712</td>
<td>001/10327</td>
<td>T 2:10pm - 4:00pm</td>
<td>Gray Tuttle</td>
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Online Only

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.

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<tr>
<td>HSEA 4882</td>
<td>001/10330</td>
<td>T 10:10am - 11:25am</td>
<td>Eugenia Lean</td>
<td>3</td>
<td>24/40</td>
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</tbody>
</table>

Online Only
HSPB UN2950 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?

Spring 2021: HSPB UN2950
Course Number Section/Call Number Times/Location Instructor Points Enrollment
HSPB 2950 001/11396 T Th 8:40am - 9:55am Online Only James 4 156/175

JWST UN3538 Jews in the City in the Islamic Middle East. 4.00 points.
As the vast majority of Jews in the Islamic Middle East and North Africa lived in various urban centers, this seminar takes up the city as a framework with which to study Jewish life and history in that region. Through intensive class discussions and engagement with primary sources of all kinds, we will explore how Jewish communities and their concerns shaped the cities they lived in, and how those cities, in turn, shaped those Jewish communities. We will also consider broader questions about minority-majority relations, social class, gender, modernization, natural disasters, memory, and more. Although we will touch on the High Middle Ages and Early Modern Times, this course will focus on the period post-1800, to this day. We will also focus on social history, but will discuss how basic approaches in anthropology, cultural studies, and especially urban studies, can help us understand the (Jewish) urban experience better. Finally, since Islamic civilization was an umbrella civilization, under which diverse communities lived and interacted, we will consider the comparative study of Jewish life: how does comparative analysis help us think about social groups, such as Jews, or social formations, such as cities? Does a comparative view of Jewish urban life help us understand this phenomenon better?

Spring 2021: JWST UN3538
Course Number Section/Call Number Times/Location Instructor Points Enrollment
JWST 3538 001/111910 Th 4:10pm - 6:00pm Online Only Alon Tam 4.00 19/22

MDES UN3048 Pandemics: A Global History. 3.00 points.
With an interdisciplinary perspective, this course seeks to expand the understanding of past pandemic crises and recent, lived pandemics such as COVID-19. COVID-19 has brought up urgent questions about how we can understand and historicize pandemics and trace the changing relationship between disease and its vectors, humans and their environments. This course seeks to expand the understanding of past and recent pandemics through a historical lens that traces the deep seated racial and class disparities, social and cultural stigma, and political responses and control that they were expressed and deployed during these historical crises. It seeks to understand and analyze pandemics as representing complex, disruptive and devastating crises that effect profound transformations in ideas, social and economic relations and challenge interdependent networks and cultures. Pandemics are balanced in a global-local flux between dramatic, proliferating, contagious outbreaks; and endemic, chronic infections that have prolonged periods of latency before again remerging through new transmissions. They also serve as a crucial lens to analyze a range of historical connections, enions and movements ranging from colonialism and the politics of borders, global capitalism and labor, migration and mobility, decolonization and development, and neoliberalism and global health politics.

Spring 2021: MDES UN3048
Course Number Section/Call Number Times/Location Instructor Points Enrollment
MDES 3048 001/13828 T Th 8:40am - 9:55am Online Only Kavita 3.00 15/40

Fall 2021: MDES UN3048
Course Number Section/Call Number Times/Location Instructor Points Enrollment
MDES 3048 001/13924 M W 10:10am - 11:25am 417 Mathematics Building Kavita 3.00 15/40

MDES UN3915 A History of African Cities. 3 points.
This seminar offers an interdisciplinary approach to the study of the history of African cities. It cuts across disciplinary boundaries of history, geography, anthropology, political and cultural sociology, literature and cultural studies, to explore the various trajectories of urbanization on the continent.

Spring 2021: MDES UN3915
Course Number Section/Call Number Times/Location Instructor Points Enrollment
MDES 3915 001/11139 M 12:10pm - 2:00pm Online Only Mamadou Diouf 3 26/45

MDES 3915
Number
Section/Call
Number
Times/Location
Instructor
Points
Enrollment
MDES 3915 001/11139 M 12:10pm - 2:00pm Online Only Mamadou Diouf 3 26/45

Spring 2021: MDES UN3915
Course Number Section/Call Number Times/Location Instructor Points Enrollment