HISTORY

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

Director of Undergraduate Studies: Prof. Stephanie McCurry, 603 Fayerweather; sm4041@columbia.edu

Undergraduate Administrator: Michael Adan, undergraduate-history@columbia.edu

The History curriculum covers most areas of the world and most periods of history. It encourages students to develop historical understanding in the widest sense of the word: a thorough empirical grasp along with the kind of analytical skills that come with a genuinely historical sensibility. This is done through two types of courses: lectures and seminars. Lectures range from broad surveys of the history of a place or period to more thematically oriented courses. Seminars offer students the opportunity to work more closely with historical sources in smaller groups and to do more sophisticated written work. Because history courses usually have no prerequisites, there are no predetermined 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)
Völker Berghahn (emeritus)
Richard Billows
Elizabeth Blackmar
Casey Blake
Christopher Brown
Richard Bulliet (emeritus)
Euan Cameron (UTS)
Elisheva Carlebach
Mark Carnes (Barnard)
Zeynep Çelik
George Chauncey
John Coatsworth (Provost)
Matthew Connelly
Victoria de Grazia (emerita)
Andrew Delbanco (English and Comparative Literature)
Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
Alan Dye (Barnard)
Catherine Evtuhov
Barbara Fields
Eric Foner (emeritus)
Pierre Force (French and Roman Philology)
Carol Gluck (emerita)
Frank Guridy
Martha Howell (emerita)
Robert Hymes (East Asian Language and Cultures)
Kenneth Jackson (emeritus)
Karl Jacoby
Richard John (Journalism)
Matthew Jones
Ira Katznelson (Political Science)
Joel Kaye (Barnard)
Alice Kessler-Harris (emerita)
Rashid Khalidi
Dorothy Ko (Barnard)
Adam Kosto
William Leach (emeritus)
Eugenia Y. Lean (East Asian Languages and Cultures)
Feng Li (East Asian Languages and Cultures)
Mark Lilla (Religion)
Claudio Lomnitz (Anthropology)
John Ma (Classics)
Gregory Mann
Mark Mazower
Stephanie McCurry
Jose Moya (Barnard)
Celia Naylor (Barnard)
Mae Ngai
Susan Pedersen
Kim Phillips-Fein
Pablo Piccato
Rosalind Rosenberg (Barnard)
David Rosner (Mailman School of Public Health)
David Rothman (Physicians and Surgeons)
Emmanuelle Saada (French and Romance Philology)
Simon Schama (University Professor)
Seth Schwartz
Myroslav Skandrij (Visiting - Fall 2022)
Herbert Sloan (Barnard, emeritus)
Pamela Smith
Robert Somerville (Religion)
Michael Stanislawski
Anders Stephanson
Lisa Tiersten (Barnard)
Adam Tooze
Deborah Valenze (Barnard)
Michael Witgen
Marc Van de Mieroop
David Weiman (Barnard College)
Carl Wennerlind (Barnard College)
Richard Wortman (emeritus)

Julio Esteban Vezub (Visiting - Spring 2023)
Madeleine Zelin (East Asian Languages and Cultures)

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)
Sarah Haley
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
Marcel Garbos (Visiting - Fall 2022)
Ali Karjoo-Ravary
Gulnar Kendirbai (visiting)
Paul Kreitman (East Asian Languages and Cultures)
Andrew Lipman (Barnard)
Sailakshmi Ramgopal
A. Tunç Şen
Alma Steingart
Yana Skorobogatov (Spring 2023)
James Stafford

Lecturers in Discipline
Alfonso Delgado
Luca Falcioni
Madison Whitman
**On Leave**

**Fall 2022:** Carlebach, Kosto, Mazurek, Nguyen, Steingart, Sen, Stephanson, Toozé,

**Spring 2023:** Ahmed, Chauncey, Chazkel, Coleman, Chamberlin, Khalidi, Kosto, Ramgopal, Sen, Smith, Steingart

**Guidelines for all History Majors and Concentrators**

For detailed information about the history major or concentration, as well as the policies and procedures of the department, please refer to the *History at Columbia Undergraduate Handbook*, available for download on the [departmental website](#).

**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 UNDE. Students must also fulfill a breadth requirement by taking three courses outside of their specialization. Two of the courses taken in the major must be seminars (including one seminar in the chosen specialization).

All History majors MUST submit an UNDE approved Plan of Study to the department in order to be certified.

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 UNDE, 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 UNDE.

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 UNDE 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 Rhianne 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 Professor 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 UNDE 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 UNDE. 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.

All History concentrators MUST submit an UNDED approved Plan of Study to the department in order to be certified.

**Fall 2022 History Courses**

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

Field(s): ANC

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**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 BC1101 Introduction to European History: Renaissance to French Revolution. 4 points.**

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment.

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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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**Spring 2022: HIST UN1010**

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<td>HIST 1010</td>
<td>001/12631</td>
<td>T Th 11:40am - 12:55pm 517 Hamilton Hall</td>
<td>Richard Billows</td>
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**Fall 2022: HIST UN1010**

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<td>001/10582</td>
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<td>Richard Billows</td>
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**Fall 2022: HIST BC1401**

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<td>Andrew Lipman</td>
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</table>
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.

Fall 2022: HIST UN1488

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

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

Fall 2022: HIST UN1768

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HIST BC2101 History of Capitalism. 3 points.
The aim of this course is to provide students with analytical tools to think critically and historically about the concept of capitalism. By studying how philosophers, economists, and political theorists have defined and described the concept of capitalism throughout its history, students will be provided with a set of terminologies and analytical frameworks that enable them to interrogate the various dimensions of capitalism.

Fall 2022: HIST BC2101

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<td>Carl</td>
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HIST BC2321 Colonial Encounters: Europe and the Culture of Empire. 3 points.
Examines the shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism.

Fall 2022: HIST BC2321

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<td>Lisa Tiersten</td>
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HIST UN2360 TWENTIETH CENTURY BRITAIN. 4.00 points.
This course surveys the main currents of British history from 1900 to the present, with particular attention to the changing place of Britain in the world and the changing shape of British society and politics. Throughout this course, we will ask: Where is power located? What held Britain and the empire together, and what tore them apart? What was life like for Britons – young and old, men and women, rich and poor, Black and white – across the course of this century? When and how did social change happen? How did people respond? We will tackle these questions by looking closely at some key periods of social and political conflict and resolution, by reading key texts from the time (novels, plays, reportage, speeches), by viewing contemporary newsreels and films, and by conducting research in online newspaper and record collections. We will discuss these materials in section; section attendance is mandatory.

Course objectives The course aims to provide students with (a) a good foundational knowledge of the course of British history from 1900 to the present, (b) an understanding of how historians do research and basic research skills; (c) the ability to analyze historical materials (speeches, novels, memoirs, government documents, films), placing them in context and deploying them to make analytical arguments about the past.

Fall 2022: HIST UN2360

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

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

HIST BC2401 The Politics of Crime and Policing in the US. 3 points.
This course will examine the historical development of crime and the criminal justice system in the United States since the Civil War. The course will give particular focus to the interactions between conceptions of crime, normalcy and deviance, and the broader social and political context of policy making.

HIST BC2405 Spatial History of 19th-C NYC. 4.50 points.
Spatial history of New York City in the 19th century. Students explore key topics in New York City spatial history in lectures, and learn historical-GIS skills in a co-requisite lab (instead of a discussion section). They will use newly constructed GIS data from the Mapping Historical New York project, and conduct spatial history assignments

HIST BC2413 The United States, 1940-1975. 3 points.

Emphasis on foreign policies as they pertain to the Second World War, the atomic bomb, containment, the Cold War, Korea, and Vietnam. Also considers major social and intellectual trends, including the Civil Rights movement, the counterculture, feminism, Watergate, and the recession of the 1970s.

HIST UN2438 POLITICAL HISTORY OF CONTEMPORARY AFRICA. 4 points.
This course offers a survey of the political history of contemporary Africa, with a focus on the states and societies south of the Sahara. The emphasis is on struggle and conflict—extending to war—and peace.

HIST BC2440 Intro to African American History. 3 points.

HIST UN2478 US INTELLECTUAL HIST 1865-PRES. 4.00 points.
This course examines major themes in U.S. intellectual history since the Civil War. Among other topics, we will examine the public role of intellectuals; the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in a secular culture; cultural radicalism and feminism; critiques of corporate capitalism and consumer culture; the response of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s. Fields(s): US
HIST UN2523 HEALTH INEQUALITY: MODERN US. 4.00 points.
Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women’s health organization and care; HIV/AIDS politics, policy, and community response; benign neglect; urban renewal and gentriﬁcation; medical abuses and the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualiﬁcations for enrollment, although students will ﬁnd the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies.

Fall 2022: HIST UN2523
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<td>303 Uris Hall</td>
<td>Samuel Roberts</td>
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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 heterosexual as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; the sources of antigay hostility; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements.

Fall 2022: HIST UN2533
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<td>001/05992</td>
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<td>301 Uris Hall</td>
<td>George Chauncey</td>
<td>4.00</td>
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<tr>
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<td>AU1/18592</td>
<td>M W 11:40am - 12:55pm</td>
<td>301 Uris Hall</td>
<td>George Chauncey</td>
<td>4.00</td>
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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 2022: HIST UN2535
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<th>Course Number</th>
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<td>140 Uris Hall</td>
<td>Kimberly Phillips-Fein</td>
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</table>

HIST BC2567 Women, Race, and Class. 3.00 points.
Using an intersectional framework, this course traces changing notions of gender and sexuality in the 20th century United States. The course examines how womanhood and feminism were shaped by class, race, ethnicity, culture, sexuality and immigration status. We will explore how the construction of American nationalism and imperialism, as well as the development of citizenship rights, social policy, and labor organizing, were deeply influenced by the politics of gender. Special emphasis will be placed on organizing and women's activism.

HIST UN2660 LATIN AMERICAN CIVILIZATION I. 4.00 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course aims to give a portrait of the development of Latin America from the first contact with the Europeans to the creation of independent states. We will focus on society and interaction among the various ethnic and socio-economic groups at the level of daily life. For each class, students will have to read sections of a core text as well as a primary source, or document, from the period; before the end of every class there will be 15 minutes to discuss the document together. In addition, students will enroll in discussion sections held by TAs.

Spring 2022: HIST UN2660
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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Fall 2022: HIST UN2660
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<td>Caterina Pizzigoni</td>
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</table>

HIST UN2719 History of the Modern Middle East. 4 points.
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 2022: HIST UN2719
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<td>HIST 2719</td>
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<td>301 Uris Hall</td>
<td>Rashid Khalidi</td>
<td>4</td>
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</table>
HIST UN2978 Science and Pseudoscience: Alchemy to AI. 4.00 points.
During the 2020 US presidential election and the years of the COVID-19 pandemic, science and "scientific truths" were fiercely contested. This course provides a historical perspective on the issues at stake. The course begins with an historical account of how areas of natural knowledge, such as astrology, alchemy, and "natural magic," which were central components of an educated person's view of the world in early modern Europe, became marginalized, while a new philosophy of nature (what we would now call empirical science) came to dominate the discourse of rationality. Historical developments examined in this course out of which this new understanding of nature emerged include the rise of the centralized state, religious reform, and European expansion. The course uses this historical account to show how science and pseudoscience developed in tandem in the period from 1400 to 1800. This historical account equips students to examine contemporary issues of expertise, the social construction of science, pluralism in science, certainty and uncertainty in science, as well as critical engagement with contemporary technologies.

Spring 2022: HIST UN2978

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Fall 2022: HIST UN2978

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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 2022: HIST UN3011

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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 2022: HIST UN3017

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<th>Course Number</th>
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HIST UN3023 Mobility and Identity in the Roman World. 4 points.
This course considers how identity increased, limited, controlled, or otherwise shaped the mobility of individuals and groups in the Roman world, including women, slaves, freedpeople, and diaspora communities. We will identify the structures that produced differences in mobility and consider how such groups understood and represented themselves in a variety of media as possessing a specific, shared identity and community. The course will draw on a range of primary sources, including inscriptions and literary texts (both poetry and prose), and cover the period from the second century BCE to the third century CE.

Fall 2022: HIST UN3023

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<th>Course Number</th>
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<th>Instructor</th>
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<td>HIST 3023</td>
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<td>T 2:10pm - 4:00pm 311 Fayerweather</td>
<td>Sailakshmi Ramgopal</td>
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<td>15/15</td>
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</table>

HIST UN3189 COMPOSNG THE SELF-ERLY MOD EUR. 4.00 points.
This course explores manners of conceiving and being a self in early modern Europe (ca. 1400-1800). Through the analysis of a range of sources, from autobiographical writings to a selection of theological, philosophical, artistic, and literary works, we will approach the concept of personhood as a lens through which to study topics such as the valorization of interiority, humanist scholarly practices, the rising professional status of artists, the spirituality of Christian mysticism, mechanist and sensationalist philosophies of selfhood, and, more generally, the human person's relationship with material and existential goods. This approach is intended to deepen our understanding of the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and other movements around which histories of the early modern period have typically been narrated.

Fall 2022: HIST UN3189

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<th>Course Number</th>
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<td>Charly Coleman</td>
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HIST BC3327 Consumer Culture in Modern Europe. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images.

Fall 2022: HIST BC3327

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<th>Times/Location</th>
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<td>HIST 3327</td>
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<td>M 2:10pm - 4:00pm LIO18 Milstein Center</td>
<td>Lisa Tiersten</td>
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<td>18/18</td>
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</table>
HIST BC3360 London: From Great Wen to World City. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Pre-registration required.
Social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment.

Fall 2022: HIST BC3360

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<td>214 Milbank Hall</td>
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</table>

HIST BC3391 Senior Research Seminar. 8 points.
4 points each term.
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.

Fall 2022: HIST BC3391

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<th>Course Number</th>
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<td>Andrew Lipman</td>
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<td>302 Barnard Hall</td>
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HIST BC3491 Making Barnard History: The Research Process. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Pre-registration required.
Introduction to historical research through a range of the historical sources and methods available for a comprehensive history of Barnard College. Will include a review of the secondary literature, the compiling and analysis of qualitative and quantitative data through archival research, the conduct of an oral history interview, and the construction of a historical narrative.

Fall 2022: HIST BC3491

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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HIST UN3502 The Struggle for Indigenous Sovereignty in the Early American Republic. 4.00 points.
The United States was founded on Indigenous land and in conversation with Indigenous nations who shared possession to most of the territory claimed by the republic. The expansion of the U.S. beyond the original thirteen states happened in dialogue, and often in open conflict with the Native peoples of North America. This course will examine the creation and expansion of the American nation-state from the perspective of Indigenous peoples and Indigenous history. Most histories of the Republic equate the founding of the U.S. with the severance of colonial ties to Great Britain and the proceed to characterize America as a post-colonial society. We will study the U.S. as the first New World colonial power, a settler society whose very existence is deeply intertwined with the Indigenous history of North America.

Fall 2022: HIST UN3502

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HIST UN3515 Surveillance from KGB and NSA to Border Control. 4.00 points.
An introduction to the history of state and corporate surveillance, opposition to it, and approaches to studying it, from the 1600s until the present. Topics include the creation of the early modern information state, the development of state statistics and policing, imperial forms of surveillance, surveillance in totalitarian regimes from Nazi Germany through the present, growth of electronic surveillance in the cold war especially in war zones, the transfer of military technologies to internal security and border control, surveillance of civil rights and anti-war movements, recent controversies around the NSA and GCQH, and the development of large scale state sanctioned hacking.

Fall 2022: HIST UN3515

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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</table>

HIST UN3518 COLUMBIA UNI # SLAVERY. 4.00 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 Kings College, with the institution of slavery.

Fall 2022: HIST UN3518

<table>
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<th>Course Number</th>
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<td>McCurry, Morrison</td>
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</table>
HIST UN3529 Landscapes of American Modernity, 1880-1940. 4.00 points.
This course examines the transformation of rural and urban landscapes in the U.S. in the critical era of industrial consolidation, 1880-1940. We investigate the creation of an infrastructure for agriculture that transformed natural environments; the changing vernacular architecture of domestic and industrial workplaces; the development of central downtowns as sites of office buildings, department stores, and civic centers; the spatial instantiation of the Jim Crow segregationist regime in the North as well as the South; the relation between real estate and finance that fueled the Great Depression; and the development of New Deal policies that underwrote public works—including highways— and public housing, while also subsidizing home ownership, agribusiness, and segregation (the historical context for debates over the “Green New Deal”). Reading assignments combine social history and vernacular architectural studies with primary sources that include urban planning and government documents, personal narratives, and both historical and contemporary photographs, maps, and city plans.

Spring 2022: HIST UN3529

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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Fall 2022: HIST UN3529

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HIST UN3562 The Seven Years' War (1754-1763), Global Perspective: Europe, Asia, Africa, and Americas. 4 points.
Prerequisites: History Majors Preferred
This research seminar explores the causes, course, and consequences of the Seven Years' War, arguably the first world war in modern history. Topics include the origins of the conflict in North America and in Europe, the relationship between imperial rivalry in the American colonies and the contest for supremacy in central Europe, the impact of the war on trade and settlement in South Asia, the West Indies, the Philippines, and West Africa, and the legacies of the conflict for British imperial expansion in India, North America, Senegal, and the southern Caribbean. During the second half of the semester, members of the seminar will devote the majority of their time to the research and writing of a substantial paper.

Fall 2022: HIST UN3562

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<th>Course Number</th>
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HIST UN3571 Left and Right in American History. 4.00 points.
This course examines 20th-century American political movements of the Left and Right. We will cover Socialism and the Ku Klux Klan in the early twentieth century; the Communist Party and right-wing populists of the 1930s; the civil rights movement, black power, and white resistance, 1950s-1960s; the rise of the New Left and the New Right in the 1960s; the Women’s liberation movement and the Christian right of the 1970s; and finally, free-market conservatism, neoliberalism, white nationalism and the Trump era. We will explore the organizational, ideological and social history of these political mobilizations. The class explores grassroots social movements and their relationship to “mainstream” and electoral politics. We will pay special attention to the ways that ideas and mobilizations that are sometimes deemed extreme have in fact helped to shape the broader political spectrum. Throughout the semester, we will reflect on the present political dilemmas of our country in light of the history that we study.

Fall 2022: HIST UN3571

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<th>Course Number</th>
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<tbody>
<tr>
<td>HIST 3571</td>
<td>001/12570</td>
<td>W 10:10am - 12:00pm</td>
<td>Kimberly Phillips-Fein</td>
<td>4.00</td>
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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.

Fall 2022: HIST BC3670

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<td>Nara Milanich</td>
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HIST UN3739 THE "ISLAMIC" CITY. 4.00 points.
The seminar will examine several "Islamic" cities in depth, focusing on critical moments in their histories. The students will acquire a solid knowledge of these centers. They will study their dynamic and complex histories in an episodic manner, deconstructing their images frozen in a particular moment. We will begin by recent critical theories on the "Islamic" city, the latter concept developed as a rigid formula during the colonial era and reiterated since. As we resituate our case studies in their shifting historic contexts, we will gain insights into the complexity of their formations. More specifically, for example, Damascus will not be constrained to its canonical early medieval period, but will be investigated with reference to its Greco-Roman history, the Ottoman interventions in the pre-modern period, the nineteenth-century reforms, and the French planning experiments under the Mandate. Istanbul will not be limited to its sixteenth-century glamor, but will be scrutinized in terms of its turbulent passage from Byzantine to Ottoman rule, and as a pioneering experiment in nineteenth-century modernization reforms. Situating urban forms, "the tangible substance, the stuff" of cities at the center of our discussions, we will look into the political, social, cultural, and economic factors that framed their development, as well as the subsequent effects the cities made on these realms. The interdisciplinary approach will capitalize on the rich literature in the field and engage in analyses using textual and visual materials in complementary ways. The students will learn how to triangulate their discussions by using arguments and data (including visual documents) from different academic fields. The weekly meetings will include presentations by the instructor and the students, followed by class discussions

Fall 2022: HIST UN3739

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<td>001/11661</td>
<td>Th 2:10pm - 4:00pm 311 Fayerweather</td>
<td>Zeynep Celik</td>
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B. R. Ambedkar is arguably one of Columbia University’s most illustrious alumni, and a democratic thinker and constitutional lawyer who had enormous impact in shaping India, the world’s largest democracy. As is well known, Ambedkar came to Columbia University in July 1913 to start a doctoral program in Political Science. He graduated in 1915 with a Masters degree, and got his doctorate from Columbia in 1927 after having studied with some of the great figures of interwar American thought including Edwin Seligman, James Shotwell, Harvey Robinson, and John Dewey.

This course follows the model of the Columbia University and Slavery course and draws extensively on the relevant holdings and resources of Columbia’s RBML, [Rare Books and Manuscript Library] Burke Library (Union Theological Seminar), and the Schomburg Center for Research in Black Culture among others to explore a set of relatively understudied links between Ambedkar, Columbia University, and the intellectual history of the interwar period. Themes include: the development of the disciplines at Columbia University and their relationship to new paradigms of social scientific study; the role of historical comparison between caste and race in producing new models of scholarship and political solidarity; links between figures such as Ambedkar, Lala Lajpat Rai, W. E. B. Du Bois and others who were shaped by the distinctive public and political culture of New York City, and more.

This is a hybrid course which aims to create a finding aid for B. R. Ambedkar that traverses RBML private papers. Students will engage in a number of activities towards that purpose. They will attend multiple instructional sessions at the RBML to train students in using archives; they will make public presentations on their topics, which will be archived in video form; and students will produce digital essays on a variety of themes and topics related to the course. Students will work collaboratively in small groups and undertake focused archival research. This seminar inaugurates an on-going, multiyear effort to grapple with globalizing the reach and relevance of B. R. Ambedkar and to share our findings with the Columbia community and beyond. Working independently, students will define and pursue individual research projects. Working together, the class will create digital visualizations of these projects.

Fall 2022: HIST BC3825

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<td>W 2:10pm - 4:00pm 406 Barnard Hall</td>
<td>Anupama Rao</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.

Fall 2022: HIST UN3838

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<td>Rhiannon Stephens</td>
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<td>002/10585</td>
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<td>Elizabeth Blackmar</td>
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<td>003/10640</td>
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<td>Michael Stanislawski</td>
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<td>004/10618</td>
<td>M 2:10pm - 4:00pm</td>
<td>Natasha</td>
<td>Lightfoot</td>
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<td>005/18220</td>
<td>M 4:10pm - 6:00pm</td>
<td>Anna Danziger Haipen</td>
<td>4</td>
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HIST GU4101 THE WORLD WE HAVE LOST. 4.00 points.
What was daily life like for the “average” European in pre-industrial society? This course examines the material circumstances of life and death in Europe from the fifteenth to the eighteenth century. It also asks the question of whether and how we can enter into the inner life of people of the past. How did people experience their material conditions? How did they experience the life of the mind and of the emotions? What are the methods used by historians to gain knowledge about the material conditions and lived experience of the past?

Fall 2022: HIST GU4101

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<td>Pamela Smith</td>
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HIST GU4277 History of Urban Crime and Policing in Latin America in Global Perspective. 4.00 points.
This seminar examines the social construction of criminality and the institutions that developed to impose and enforce the criminal law as reflections of Latin American urban society throughout the region’s history, with a particular emphasis on the rise of police forces as the principal means of day-to-day urban governance. Topics include policing and urban slavery; policing the urban “underworld”; the changing cultural importance of police in urban popular culture; the growth of scientific policing methods, along with modern criminology and eugenics; policing and the enforcement of gender norms in urban public spaces; the role of urban policing in the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law; and the transnational movement of ideas about and innovations in policing practice. In our readings and class discussions over the course of the semester, we will trace how professionalized, modern police forces took shape in cities across the region over time. This course actually begins, however, in the colonial period before there was anything that we would recognize as a modern, uniformed, state-run police force. We will thus have a broad perspective from which to analyze critically the role of police in the development of Latin American urban societies—in other words, to see the police in the contemporary era as contingent on complex historical processes, which we will seek to understand.

Fall 2022: HIST GU4277

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<td>Amy Chazkel</td>
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HIST GU4397 Nationalism and Revolution in Modern Ireland. 4.00 points.
Nationalism is one of the most persistent, powerful and elusive forces in modern world history. This course examines it through a particularly compelling and accessible case study: Ireland. As both a subject of, and a partner in, British colonialism, Ireland straddled both the imperial and anti-imperial dimensions of nineteenth and twentieth-century nationalism. Ireland reveals nationalism’s complexities and ambiguities in an era in which large multinational empires, not nation-states, were frequently seen as fundamental units of political organization. Through its relationship to the Catholic church, through the global Irish diaspora (especially, though not exclusively, in the US) and through its correspondence and cooperation with other struggles for ‘nationality’ in nineteenth-century Europe, modern Irish nationalism became a transnational phenomenon. As such, it can show us some of the ways in which growing global communication and interconnection can produce and reinforce national sentiment rather than undermining it. Over a period from the late-eighteenth to the late-twentieth centuries, we will trace the diverse and often conflicting modes of nationalist politics and ideology in Ireland, encompassing controversies over sovereignty, empire, democracy, religion, trade, property, political violence and culture. In so doing, we will not only learn about the role of nationalism in Irish history, but seek to understand its broad conceptual relevance in modern politics.

Fall 2022: HIST GU4397

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HIST GU4403 American Empire. 4.00 points.
This course surveys the historical debates surrounding the question of American empire. Drawing on a wide range of scholarly writings, we will explore the rise of the United States to the status of a major world power over the 19th and 20th centuries. Students will also use the semester to design, research, and write a substantial essay that draws on both primary and secondary sources on a topic chosen in consultation with the professor.

Fall 2022: HIST GU4403

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<td>Paul Chamberlin</td>
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</table>
HIST GU4571 HIV and AIDS in Black America. 4.00 points.
Through a series of thematically-arranged secondary and primary source readings and research writing assignments, students in this seminar course will explore the public health, medical, political, and social histories of HIV and AIDS in Black American communities. The course's chronological focus begins roughly two decades before the first recognition of the syndrome to the first decade of the twenty-first century. Thematically, the course will address several issues, including syndemic theory; stigma, homophobia and political marginalization; late capitalism and public health; the health effects of segregation; and mass incarceration. Admission to this course is by application: https://forms.gle/aomWYHiqHaGyumBn9. Please note that students enrolling in this course must do so for a grade, and not on a pass/fail or audit basis. GUIDELINES # REQUIREMENTS Undergraduate and masters students are welcome in this course by application. Due to the higher level of course material, students should have an academic or professional background in African-American history or public health history. Students may not enroll this course on a pass/fail basis or as an auditor. Please consult the “Class Performance Guidelines” document for details. Student assessment will be based on various criteria: Class discussion participation 35# Presentation of the readings 15# Writing assignments 50# Policy on Academic Integrity Please note that all students are bound to the guidelines set forth in the College's statement on Academic Integrity (http://www.college.columbia.edu/academics/academicintegrity)

Fall 2022: HIST GU4571
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4571  001/12764  T 10:10am - 12:00pm  301m Fayerweather  Samuel Roberts  4.00  7/15

HIST GU4607 RABBIS FOR HISTORIANS. 4.00 points.
This course introduces the central historical issues raised by ancient Palestinian and Babylonian rabbinic literature through exploration of some of the crucial primary texts and analysis of the main scholarly approaches to these texts

Fall 2022: HIST GU4607
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4607  001/10635  Th 2:10pm - 4:00pm  302 Fayerweather  Seth Schwartz  4.00  6/15

HIST GU4622 A Global History of Jewish Migration and the State. 4.00 points.
Over the course of the nineteenth and twentieth centuries, millions of Jews uprooted themselves from their places of birth and settled in new homes around the world. This mass migration not only transformed the cultural and demographic centers of world Jewry, but also fundamentally changed the way in which state's organized their immigration regimes. In this course, we shall analyze the historiography in migration studies, state formation and Jewish history to make sense of the different factors shaping Jewish immigrants’ experiences in different parts of the world

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.

Fall 2022: HIST GU4699
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4699  001/10036  Th 12:10pm - 2:00pm  301m Fayerweather  Neslihan Senocak  4  8/15

HIST GU4714 MOD ARAB INTELLECTUAL HISTORY. 4.00 points.
This seminar will introduce advanced history students to key themes in modern Arabic thought from the eighteenth century to present. Examining the history of ideas against their institutional, political, and metatextual backgrounds, it also considers the role these played in constructing new narratives and imaginaries

Fall 2022: HIST GU4714
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4714  001/13381  W 2:10pm - 4:00pm  311 Fayerweather  Marwa Elshakry  4.00  13/15
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

Fall 2022 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.

CSER UN1011 Introduction to Asian American Studies. 4 points.
This course provides an overview of Asian/ Pacific American history
from the late 18th Century until the present day. The course surveys
significant and interrelated topics – including anti-Asian movements,
immigration and exclusion, various forms of resistance, Orientalism,
media representations, the model minority myth, the Asian American
movement, identity, and racial, ethnic, and generational conflicts.
Specifically it will explore historical and contemporary Asian American
issues and rights.

HIST GU4779 AFRICAN FRANCE, FRENCH AFRICA. 4.00 points.
This seminar explores a tradition of historical writing (historiography)
that constructs “Africa and France,” or “France and Africa,” or
“FrançAfrique” as an historical object and as an object of knowledge.
That body of writing accounts in various and sometimes contradictory
ways for the peculiar, intense, and historically conflicted relationship
that exists between France and the sub-Saharan nation-states that are its
former African colonies

Fall 2022: HIST GU4727
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<td>Shanya Cordis</td>
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<td>CSER 1011</td>
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<td>W 2:10pm - 4:00pm</td>
<td>Viola Lasmana</td>
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ASCE UN1359 Introduction to East Asian Civilizations: China. 4 points. CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions.

Spring 2022: ASCE UN1359

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<td>601 Fairchild Life Sciences Bldg</td>
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Fall 2022: ASCE UN1359

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<td>Dongxin Zou</td>
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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

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 2022: ASCE UN1361

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<td>ASCE 1361</td>
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<td>M W 11:40am - 12:55pm</td>
<td>Gregory Pflugfelder</td>
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Fall 2022: ASCE UN1361

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<td>ASCE 1361</td>
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<td>Paul Kreitman</td>
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HSME UN2810 HISTORY OF SOUTH ASIA I. 4.00 points.

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

Graduate students must register for HIST G6998 version of this course.

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

Fall 2022: HSME UN2810

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<td>601 Fairchild Life Sciences Bldg</td>
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CLCV UN3008 The Age of Augustus. 3.00 points.

The reign of the first Roman emperor, Augustus (27BCE-14CE), has been seen as a Roman revolution, both political and cultural. Rome had for centuries been governed as a Republic, but a series of increasingly divisive civil wars allowed Augustus to create a new political system in which he exercised sole rule as the ‘first citizen’ within a ‘Restored Republic’. Augustus’ reign lasted more than 40 years, and established a model of autocratic rule that would last for four centuries. During this time there were profound changes in the political, social, and cultural structures of Rome.

In this course, you will examine the nature of these changes, Augustus’ political strategies, military activities, and religious initiatives through his own writing, the accounts of (often hostile) historians and a range of literary and archaeological sources, including Roman poetry. Ultimately, we will address the question: how did Augustus achieve the seemingly paradoxical feat of becoming a monarch within a republican system?

Fall 2022: CLCV UN3008

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<tr>
<td>CLCV 3008</td>
<td>001/11617</td>
<td>M W 1:10pm - 2:25pm</td>
<td>Lisa Mignone</td>
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CGTH UN3300 Histories of the Global. 4.00 points.

This course examines the long history of global interconnectedness, the forces that have forged it, the vulnerabilities and debates it has engendered, and the worlds it has created. It departs from civilizational approaches to world history that revolve around certain cultural centers and focuses instead on the webs of interconnection and interdependence generated by the movement of people, ideas, technologies, material cultures, pathogens, and flora and fauna across space and through time. In the face of surging ethno-nationalism and claims of cultural essentialism today, this approach underscores the hybridity of human societies and individual identities as well. The course consists of three units. A brief opening unit lays a foundation by examining civilizational and global approaches and considering methods for thinking globally through comparison, contextualization, and connection. Unit Two takes up instances in the long history of global interconnectedness from ancient to contemporary times, showing how distant societies became bound together, for better and for worse, as well as the ways increasing interdependence continually reshape(d) local realities. The goal is not to fashion a comprehensive global history, but to understand the connections that have made the interdependent world what it is today. Unit Three addresses contemporary issues of global connection, including the ways ideas circulate in the digital age, creating expectations and sparking movements that resonate locally in diverse ways. We conclude by considering the ways the dislocations of globalization have contributed to the political polarization that divides many societies and thinking together about how to build a better interconnected world.

Fall 2022: CGTH UN3300

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<td>CGTH 3300</td>
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<td>Laura Neitzel</td>
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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 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.

AMHS UN3462 IMMIGRANT NEW YORK. 4.00 points.
For centuries, New York City has served as a primary gateway city for immigrants to the United States. In the early twentieth century, according to the 1910 Census, New York City's population was roughly 40% foreign-born. The problems these immigrants presented to government officials, doctors, religious leaders, industrialists, the police, and educators in New York City transformed not only the local debate on immigration but the national discussion of "Americanization" as well. According to the most recent census, approximately 40% of the city's population is foreign-born. Like their predecessors at the turn of the twentieth century, contemporary immigrants, arriving from the Caribbean, Africa, Central America, Asia, and Europe, have posed serious challenges to the civic, educational, and political institutions of New York City. How are these foreign-born residents reshaping the city today? This seminar explores the intersection of immigration, race, culture, and politics in New York City, both from the perspective of history and in relation to contemporary realities as it explores the forces shaping the century-old encounter between immigrants and New York City.

Fall 2022: EAAS UN3338
Course Number | Section/Call | Times/Location | Instructor | Points | Enrollment
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EAAS 3338 | 001/10654 | M W 11:40am - 12:55pm | Gregory Pflugfelder | 3.00 | 14/15

AMHS UN3462 IMMIGRANT NEW YORK. 4.00 points.

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.

Spring 2022: CSER UN3928
Course Number | Section/Call | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
CSER 3928 | 001/10725 | W 4:10pm - 6:00pm | Emma Crane | 4 | 23/22
CSER 3928 | 001/11569 | T 10:10am - 12:00pm | Karl Jacoby | 4 | 23/22
CSER 3928 | 002/11569 | T 2:10pm - 4:00pm | Natasha Lightfoot | 4 | 20/20

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

AMST UN3930 Topics in American Studies. 4 points.
Enrollment limited to EALAC and AMEC majors and concentrators only.

This course is intended to provide a focal point for undergraduate majors in East Asian Studies. It introduces students to the analysis of particular objects of East Asian historical, literary, and cultural studies from various disciplinary perspectives. The syllabus is composed of a series of modules, each centered around an object, accompanied by readings that introduce different ways of understanding its meaning.

Fall 2022: AMST UN3930
Course Number | Section/Call | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
AMST 3930 | 001/10028 | T 2:10pm - 4:00pm | Hilary-Anne Hallett | 4 | 14/18
AMST 3930 | 002/10029 | T 10:10am - 12:00pm | James Shapiro | 4 | 10/18
AMST 3930 | 003/10030 | W 12:10pm - 2:00pm | John McWhorter | 4 | 7/18
AMST 3930 | 004/11089 | W 10:10am - 12:00pm | Roosevelt Montas | 4 | 20/18
AMST 3930 | 005/12000 | F 10:10am - 12:00pm | Michael Hindus | 4 | 12/18

EAAS UN3990 Approaches to East Asian Studies. 4 points.
Enrollment limited to EALAC and AMEC majors and concentrators only.

Fall 2022: EAAS UN3990
Course Number | Section/Call | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
EAAS 3990 | 001/10655 | T 4:10pm - 6:00pm | Robert Hymes | 4 | 14/20
EAAS 3990 | 002/10656 | Th 12:10pm - 2:00pm | Gregory Pflugfelder | 4 | 12/20
HSEA GU4027 Issues in Early Chinese Civilization: Theories and Debates. 4 points.
The purpose of this course is to introduce students to the basic issues and problems in the study of early Chinese civilization, some theoretical and others methodological. Through the review of a long series of debates the course offers a quick entrance both to this early period of history and to these studies. Organized around problems, the course encourages critical thinking and contesting arguments and helps the students weigh different positions addressing the problems. By doing so, the course guides the students to search for frontline questions and to probe possible ways to solve the problems. The course deals with both the written records (inscriptional and textual) and the material evidence, and the student can well expect this course to serve as also updates of the most fascinating archaeological discoveries in China made in the past decades. The course is designed as an upper-level undergraduate and MA course; therefore, it is recommended that undergraduate students take "ASCE V2359: Introduction to East Asian Civilizations: China" before participating in this course.

JPNS GU4519 Kanbun. 3 points.
Prerequisites: JPNS W4007 or the equivalent.
Introduction to the fundamentals of reading Chinese-style Japanese and related forms, using literary and historical texts. CC GS EN CE GSAS

Fall 2022: JPNS GU4519
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
JPN519 | 001/10671 | T Th 10:10am - 11:25am | David Lurie | 3 | 6/12
522c Kent Hall

HSEA GU4860 Culture and Society of Choson Korea, 1392-1910. 3 points.
Major cultural, political, social, economic and literary issues in the history of this 500-year long period. Reading and discussion of primary texts (in translation) and major scholarly works. All readings will be in English.

HSEA GU4880 History of Modern China I. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
China's transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

Fall 2022: HSEA GU4880
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HSEA 4880 | 001/10667 | T Th 4:10pm - 5:25pm | Madeleine Zelin | 3 | 50/60
413 Kent Hall

Spring 2022 History Courses

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

Spring 2022: HIST UN1010
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 1010 | 001/12631 | T Th 11:40am - 12:55pm | Richard Billows | 4 | 55/75
517 Hamilton Hall

Fall 2022: HIST UN1010
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 1010 | 001/10582 | T Th 11:40am - 12:55pm | Richard Billows | 4 | 69/60
717 Hamilton Hall

HIST UN1061 Introduction to the Early Middle Ages: 250-1050. 3 points.
This course surveys the history of the Mediterranean world and northern Europe from the Late Roman Empire to the eleventh century. We will begin (Part 1) by considering the interconnected Roman world of Late Antiquity, focusing on the changes brought about by Christianity. The second half (Part 2) will trace the emergence of new religious and political communities around the Mediterranean and in Northern Europe. Special attention will be given to the circulation of people, products and ideas across Europe and the Mediterranean and the changes that this brought about. This course emphasizes the diverse but fragmentary textual and material evidence that survives from the period and the problems of interpreting this evidence. Students will begin acquiring the skills of a historian and learn why and how other historians have studied the period. No previous background in medieval history is required.

Spring 2022: HIST UN1061
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 1061 | 001/12635 | T Th 10:10am - 11:25am | Adam Matthews | 3 | 22/30
322 Uris Hall

HIST UN1512 The Battle for North America: An Indigenous History of the Seven Years War, the American Revolution, and the War of 1812. 4.00 points.
This course will explore the struggle to control the continent of North America from an Indigenous perspective. After a century of European colonization Native peoples east of the Mississippi River Valley formed a political confederation aimed at preserving Native sovereignty. This Native confederacy emerged as a dominant force during the Seven Years War, the American Revolution, and the War of 1812. At times Native political interests aligned with the French and British Empires, but remained in opposition to the expansion of Anglo-American colonial settlements into Indian country. This course is designed to engage literature and epistemology surrounding these New World conflicts as a means of the colonial and post-colonial past in North America. We will explore the emergence of intersecting indigenous and European national identities tied to the social construction of space and race. In this course I will ask you to re-think American history by situating North America as a Native space, a place that was occupied and controlled by indigenous peoples. You will be asked to imagine a North America that was indigenous and adaptive, and not necessarily destined to be absorbed by European settler colonies. Accordingly, this course we will explore the intersections of European colonial settlement and Euro-American national expansion, alongside of the emergence of indigenous social formations that dominated the western interior until the middle of the 19th century. This course is intended to be a broad history of Indigenous North America during a tumultuous period, but close attention will be given to use and analysis of primary source evidence. Similarly, we will explore the necessity of using multiple genres of textual evidence — archival documents, oral history, material artifacts, etc., — when studying indigenous history.

Spring 2022: HIST UN1512
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
HIST 1512 | 001/14400 | T Th 11:40am - 12:55pm | Michael Witgen | 4.00 | 27/50
413 Kent Hall
HIST UN1786 History of the City in Latin America. 4 points.
This course covers the historical development of cities in Latin America. Readings, lectures, and discussion sections will examine the concentration of people in commercial and political centers from the beginnings of European colonization in the fifteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; changing power dynamics in modern Latin America, especially as they impacted the lives of cities’ nonelite majority populations; the legalities and politics of urban space; planned versus unplanned cities and the rise of informal economies; the way changing legal and political rights regimes have affected urban life; and the constant tension between tradition and progress through which urban society was formed. There are no prerequisites for this course. Attendance at weekly Discussion Sections required.

HIST UN2060 Laws of War in the Middle Ages. 4 points.
The perception and regulation of war and wartime practices in Europe and the Mediterranean World in the period 300-1500, from the standpoint of legal and institutional history rather than of military history. Topics include: the Just War tradition, Holy War and Crusade, the Peace and Truce of God, prisoners and ransom, the law of siege, non-combatants, and ambassadors and diplomacy. Readings are principally primary sources in translation.

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 role of culture in technology, 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, to 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 sixteenth- 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.
HIST UN2342 Britain, Ireland and Empire, 1789-1901. 4.00 points.
Nineteenth-century Britain has traditionally been portrayed as the dominant power in the world of its time: one that forged a path towards various kinds of 'modernity' at home, while ruthlessly subjugating and exploiting the peoples subject to its colonial empire. In this course, we will take a sceptical look at these claims. How coherent a political entity was 'Britain'—a monarchy composed of at least four distinct and fractious nations, presiding over a scattered empire of trade, conquest and settlement? Who in Britain really benefited from the prosperity made possible by the dramatic industrial and imperial expansion that characterised the period? What forms of freedom, and what kinds of social control, were made possible by Victorian ideologies of 'liberal' government and laissez-faire economics? Why were British elites so often uncertain and divided when it came to questions of imperial rule—especially in Ireland, the oldest and nearest dependency of the empire? In the course of asking these questions, we will of course be learning about the history of Britain itself, alongside the parts of the world it interacted with during the nineteenth century: something that, thanks to a wealth of primary sources (many of them now online) and a strong tradition of sophisticated historiography, will be a highly rewarding intellectual experience. We will also, however, be learning and thinking about other things—the histories of capitalism, religion, gender, empire, fossil fuels, migration, agriculture, slavery and political ideology, among others—that are of a much more general, and contemporary relevance. We do not have to buy into simplistic narratives of nineteenth-century Britain's importance or distinctiveness to recognize it as an interesting place for thinking through some of the central problems of global history and modern politics.

Spring 2022: HIST UN2342
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2342  001/12649  T Th 1:10pm - 2:25pm  517 Hamilton Hall  James Stafford  4.00  24/75

HIST UN2353 Shadow of the Sun King: Early Modern France. 4.00 points.
This course will offer a survey of French history from the Wars of Religion to the Revolution, when the kingdom was the predominant power in Europe. Topics to be addressed include the rise of the Bourbon monarchy, the crystallization of absolutism as a political theology, the spectacular rise and collapse of John Law’s financial system, the emergence of the philosophes movement during the Enlightenment, and the gradual legitimation of royal power through its association with despotism. Thematically, the course will focus on shifting logics of representation—that is, the means by which political, economic, and religious power was not only reflected, but also generated and projected, through a range of interrelated practices that include Catholic liturgy, courtly protocols, aristocratic codes of honor, financial experimentation, and the critical styles of thinking and reading inculcated by the nascent public sphere.

Spring 2022: HIST UN2353
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2353  000/12704  T Th 4:10pm - 5:25pm  413 Kent Hall  Charly Coleman  4.00  28/50

HIST UN2377 INTERNATIONAL & GLOBAL HISTORY SINCE WWII. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
In this course students will explore contemporary international and global history, focusing on how states have cooperated and competed in the Cold War, decolonization, and regional crises. But lectures will also analyze how non-governmental organizations, cross-border migration, new means of communication, and global markets are transforming the international system as a whole. Group(s): B, C, D Field(s): INTL

Spring 2022: HIST UN2377
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2377  001/12714  T Th 1:10pm - 2:25pm  417 International Affairs Bldg  Matthew Connelly  4  125/125

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) to subject to critical inquiry the historiographical views 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 2022: HIST UN2491
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2491  001/12754  M W 2:40pm - 3:55pm  214 Pupin Laboratories  Anders Stephanson  4.00  33/50

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 the history of America as a nation.

Spring 2022: HIST UN2540
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 2540  001/12774  T Th 11:40am - 12:55pm  313 Fayerweather  Barbara Fields  4  49/75
HIST 2540  AU1/20002  T Th 11:40am - 12:55pm  313 Fayerweather  Barbara Fields  4  6/6
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.

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HIST UN2611 Jews and Judaism in Antiquity. **4 points.**
Prerequisites: Students must also enroll in required discussion section. *Field(s): ANC*

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HIST UN2660 LATIN AMERICAN CIVILIZATION I. **4.00 points.**
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course aims to give a portrait of the development of Latin America from the first contact with the Europeans to the creation of independent states. We will focus on society and interaction among the various ethnic and socio-economic groups at the level of daily life. For each class, students will have to read sections of a core text as well as a primary source, or document, from the period; before the end of every class there will be 15 minutes to discuss the document together. In addition, students will enroll in discussion sections held by TAs.

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HIST UN2701 THE OTTOMAN EMPIRE. **4.00 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.

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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.

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HSAM UN2901 Data: Past, Present, and Future. **3 points.**
Lect: 1.5. Lab: 1.5.

Data-empowered algorithms are reshaping our professional, personal, and political realities, for good—and for bad. "Data: Past, Present, and Future" moves from the birth of statistics in the 18th century to the surveillance capitalism of the present day, covering racist eugenics, World War II cryptography, and creepy personalized advertising along the way. Rather than looking at ethics and history as separate from the science and engineering, the course integrates the teaching of algorithms and data manipulation with the political whirlwinds and ethical controversies from which those techniques emerged. We pair the introduction of technical developments with the shifting political and economic powers that encouraged and benefited from new capabilities. We couple primary and secondary readings on the history and ethics of data with computational work done largely with user-friendly Jupyter notebooks in Python.
HSPB UN2950 Social History of U.S. Public Health. 4.00 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 2022: HSPB UN2950

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HIST UN2978 Science and Pseudoscience: Alchemy to Al. 4.00 points.
During the 2020 US presidential election and the years of the COVID-19 pandemic, science and "scientific truths" were fiercely contested. This course provides a historical perspective on the issues at stake. The course begins with an historical account of how areas of natural science, and "scientific truths" were central components of an educated person’s view of the world in early modern Europe, became marginalized, while a new philosophy of nature (what we would now call empirical science) came to dominate the discourse of rationality. Historical developments examined in this course out of which this new understanding of nature emerged include the rise of the centralized state, religious reform, and European expansion. The course uses this historical account to show how science and pseudoscience developed in tandem in the period from 1400 to 1800. This historical account equips students to examine contemporary issues of expertise, the social construction of science, pluralism in science, certainty and uncertainty in science, as well as critical engagement with contemporary technologies.

Spring 2022: HIST UN2978

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Fall 2022: HIST UN2978

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HIST UN3012 African Voices & Colonial Documents: Uganda. 4.00 points.
This course introduces students to researching and writing African colonial history with a specific focus on Uganda. Students will be guided through the missionary sources available at Columbia and we will discuss how African voices can and cannot be found in these archives. At the end of the semester students will have produced an original primary source paper on Ugandan history.

Spring 2022: HIST UN3012

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<th>Course Number</th>
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HIST UN3023 Mobility and Identity in the Roman World. 4 points.
This course considers how identity increased, limited, controlled, or otherwise shaped the mobility of individuals and groups in the Roman world, including women, slaves, freedpeople, and diaspora communities. We will identify the structures that produced differences in mobility and consider how such groups understood and represented themselves in a variety of media as possessing a specific, shared identity and community. The course will draw on a range of primary sources, including inscriptions and literary texts (both poetry and prose), and cover the period from the second century BCE to the third century CE.

Fall 2022: HIST UN3023

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

Spring 2022: HIST UN3069

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HIST UN3099 Socialist Stuff: Material Culture of the USSR and Post-Soviet Space, 1917-present. 4 points.
This course examines the experience of people living in the Soviet Union via things. Objects under socialist regimes were supposed to be transformative, turning yesterday’s backwards peasants into new communist men and women. Communism promised unheard of abundance, but those who lived under it often suffered from severe shortages. Things from outside of the communist world often took on an aura of forbidden fruit. People learned a variety of tricks to survive, and today are even nostalgic for many of its trappings.

Spring 2022: HIST UN3099

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HIST UN3252 Animals in the History of East Central Europe. 4.00 points.
Over the last two decades scholars in the humanities and social sciences have embraced "the animal turn": by asking questions about the place of animals in human societies and about animals' experiences in various times and places they have instigated a field that has come to be known as Animal Studies. This research has expanded the range of analytical tools we have at our disposal to examine social worlds and to study meaning, representation, agency, and context and it also encouraged us to re-consider fundamental questions about the human–animal divide: what it is, where it is, and what its significance is. Moreover, it has become evident that animals are not just passive recipients of human action, but at times they can act as autonomous agents that can contributing the shaping of the world that we share with them. Although this course adopts a perspective which is first and foremost historical, it also emphasizes the field's interdisciplinary embedding and intersectional potentials. It shows that the study of historical developments through the lens of animals is not only intellectually rewarding in its own right, but it also provides new perspectives on a range of crucial topics, such as the history of war, capitalism, colonialism, consumption and entertainment. The majority of accounts in the field addresses developments in the Anglophone world. While also paying attention to the results of that research, the regional focus of this course will be on East Central Europe. After the first three sessions that serve as an introduction to the field, a number of case studies will reveal that animals have always been an integral part of the region's social, cultural and economic life and that studying them in a historical perspective provides potentials for nuancing or even revising established knowledge on the history of East Central Europe.

HIST UN3258 Disability Histories of Europe in the Twentieth Century. 4.00 points.
Approximately 10%-15% of the world's population is estimated to have a disability and this number is expected to rise in the next decades. Moreover, as the saying goes: everyone is just one accident away from disability. Although the potentials of the concept as a category of historical analysis are comparable to those of class, race, gender, sexuality and ethnicity, until recently, the history of people of disabilities has remained a rather neglected field and its promise to enrich and revise mainstream narratives on European history has not sufficiently been explored. This course responds to calls to bring disability from the margins to the center of historical inquiry. Rather than treating disability as merely a medical impairment, it will explore its historical and cultural variability. Unlike the overwhelming majority of academic accounts and courses which study the Anglophone world, this course will primarily focus on (continental) Europe, while also paying attention to global aspects. It is not restricted to one particular type of disability; instead, it historicizes the emergence of various categories and classifications. Topics will include disability and war, the Cold War, welfare, social movements and disability rights, culture and identity, the Deaf community, disability as a concern of global governance and global health. Special attention will be paid to regions that often remain peripheral in comprehensive studies, such as Eastern and Northern Europe. In doing so, the course seeks to reveal how the application of disability as an analytical tool can contribute to rethink the overall dynamics of European history.

HIST UN3272 Modern Southeast Asian History. 4 points.
This seminar explores the modern history of Southeast Asia, a diverse region of nearly a dozen nations that includes an extraordinary ethnic mix, all of the world's major religions, and a broad spectrum of political systems. Considered one of the "main crossroads of the world," we will explore the region's modern history, including western colonial conquest, resistance struggles for decolonization, differing modes of economic development, thorough-going revolutions, and inter-ethnic violence set against the backdrop of increasing globalization.
HIST UN3429 Telling About the South. 4 points.
A remarkable array of Southern historians, novelists, and essayists have done what Shreve McCanon urges Quentin Compson to do in William Faulkner's Absalom, Absalom!—tell about the South—producing recognized masterpieces of American literature. Taking as examples certain writers of the 19th and 20th centuries, this course explores the issues they confronted, the relationship between time during which and about they wrote, and the art of the written word as exemplified in their work. Group(s): D Field(s): US Limited enrollment. Priority given to senior history majors. After obtaining permission from the professor, please add yourself to the course wait list so the department can register you in the course.

Spring 2022: HIST UN3429
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3429  001/12781  Th 4:10pm - 6:00pm  302 Fayerweather  Barbara Fields  4  13/15

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 2022: HIST UN3437
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3437  001/12896  W 8:10am - 10:00am  301 m Fayerweather  David Rosner  4  13/20

HIST UN3490 The Global Cold War. 4 points.
The superpower competition between the US and the USSR dominated international affairs during the second half of the twentieth century. Though this Cold War was born from ideological differences and initially focused on Europe, it soon became entangled with the concurrent global process of decolonization. In this way, the US-Soviet rivalry shaped events on every continent. This course will examine the intersection of the superpower competition and the emergence of the postcolonial world. Through course readings and class discussion, students will examine the global dimensions of the Cold war. Each student will prepare a research paper on a topic to be chosen in consultation with the instructor.

Spring 2022: HIST UN3490
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3490  001/12897  T 2:10pm - 4:00pm  302 Fayerweather  Paul Chamberlin  4  12/15

HIST UN3497 Calculating Power: Knowledge, Technology, and Risk in the United States after 1900. 4.00 points.
This course introduces students to a variety of mediated numerical practices employed by a variety of actors and institutions in the US to make legible individuals and coteries both at home and abroad in the 20th and 21st centuries. Attention is given to how statistical innovations and infrastructures were used to measure and justify social claims about race, gender, ethnicity, and socioeconomic class, and how these practices changed the very definitions of the social phenomena they purported to describe. While emphasis is on the US after 1945, the course begins at the outset of the 20th century in which a variety of statistical practices were developed to facilitate decision making under uncertainty. Topics include eugenics, the US census, public health, citizenship, histories of computing, Cold War rationality, history of the social sciences, criminal justice, civil rights, advertising, modernization theory, the military-industrial complex, artificial intelligence, machine learning, free press, and censorship. No prerequisites are required

Spring 2022: HIST UN3497
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3497  001/15479  T 2:10pm - 4:00pm  501 International Affairs  Aaron Mendon-Plasek  4.00  10/15

HIST UN3501 Indians and Empires in North America. 4.00 points.
In this course you will be asked to re-think American history. That is, we will approach the history of America as a continental history. This will require that we think of North America as a New World space, a place that was inhabited and occupied by indigenous peoples, and then remade by the arrival and settlement of Europeans. You will be asked to imagine a North America that was indigenous and adaptive, as well as colonial and Euro-American. This approach to the study of North American history is designed to challenge the epistemology and literature of the history of colonization and American expansion, which displaces Native peoples from the central narrative of American history by placing them at the physical margins of colonial and national development. Instead we will explore the intersection and integration of indigenous and Euro-American national identity and national space in North America and trace their co-evolution from first contact through the early nineteenth century.

Spring 2022: HIST UN3501
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3501  001/15461  W 4:10pm - 6:00pm  522c Kent Hall  Michael Witgen  4.00  10/15
HIST UN3517 The Historical Imagination in Caribbean Literature. 4.00 points.
Caribbean literature offers complicated and vivid portrayals of the Caribbean's past, and grapples with difficult histories lived by its people that compromised colonial archives can only partially capture. Literary works far exceed the limited narratives of Caribbean history by imagining entire worlds that official documents could never contain, rich selves, cultures and communities built by many generations of Caribbean people. This course is aimed at bringing forth a broader understanding of Caribbean history by examining a body of creative works by feminist and womanist writers that continuously remain attuned to the complexities of the past, which are either underrepresented or absent in the record. Chosen literary texts will also be paired with historical works that will illuminate and contextualize the multiple themes with which these Caribbean authors frequently engage, including slavery, and colonialism, racism and colorism, migration and immigration, gender and sexuality, poverty and globalization. From these pairings, students will explore both the divergences and alignments in how writers and historians approach the work of retelling the past, and will acquire reading and writing skills that will foster thoughtful critical analysis of the ever-changing contours of the Caribbean's history

HIST UN3529 Landscapes of American Modernity, 1880-1940. 4.00 points.
This course examines the transformation of rural and urban landscapes in the U.S. in the critical era of industrial consolidation, 1880-1940. We investigate the creation of an infrastructure for agriculture that transformed natural environments; the changing vernacular architecture of domestic and industrial workplaces; the development of central downtowns as sites of office buildings, department stores, and civic centers; the spatial instantiation of the Jim Crow segregationist regime in the North as well as the South; the relation between real estate and finance that fueled the Great Depression; and the development of New Deal policies that underwrote public works—including highways— and public housing, while also subsidizing home ownership, agribusiness, and segregation (the historical context for debates over the “Green New Deal.” Reading assignments combine social history and vernacular architectural studies with primary sources that include urban planning and government documents, personal narratives, and both historical and contemporary photographs, maps, and city plans

HIST UN3552 Beyond Battlefields: Key Themes in American Military History. 4.00 points.
This seminar examines the American military experience and its relationship to American society from 1775 to the Vietnam War. It shows that military history is about more than generals and battles. It’s about the evolution of institutions and the lived experiences of the people who made up these institutions. The seminar begins with the origins and development of the United States military and continues chronologically to introduce different approaches to examine it. Each week focuses on a specific period and centers on a distinct theme, including political economy, legal history, class and gender relations, racism, and violence.

HIST UN3572 The Climate Crisis: A History of the Present. 4.00 points.
The climate crisis is a defining feature of contemporary life. How did we get here? This course takes a historical approach to the question, exploring the multiple overlapping histories required to understand the present climate age. Themes and topics include: the expansion of fossil fuel capitalism; the history of climate science and climate denialism; the relationship between science and policy; the geopolitics of climate knowledge production; environmental diplomacy and climate justice; indigenous-led activist movements; and debates about geoengineering solutions versus structural changes to the energy system.

HIST UN3645 Spinoza to Sabbatai: Jews in Early Modern Europe. 4 points.
A seminar on the historical, political, and cultural developments in the Jewish communities of early-modern Western Europe (1492-1789) with particular emphasis on the transition from medieval to modern patterns. We will study the resettlement of Jews in Western Europe, Jews in the Reformation-era German lands, Italian Jews during the late Renaissance, the rise of Kabbalah, and the beginnings of the quest for civil Emancipation. Field(s): JWS/EME

HIST UN3789 Histories of Poverty in Africa. 4 points.
In this course we will explore in a critical manner the concept of poverty in Africa. The emphasis is on historicizing categories such as poverty and wealth, debt and charity and on the ways in which people in Africa have understood such categories. As such the course takes a longue durée approach spanning over a millennium of history, ending with contemporary understandings of poverty.
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. **Field(s): ALL**

**HIST UN3839 Senior Thesis Seminar. 4 points.**

**HIST GU4110 FRENCH AMERICA 1534-1804. 4.00 points.** A study of the French Atlantic World from the exploration of Canada to the Louisiana Purchase and Haitian Independence, with a focus on the relationship between war and trade, forms of intercultural negotiation, the economics of slavery, and the changing meaning of race. The demise of the First French Colonial Empire occurred in two stages: the British victory at the end of the Seven Years War in 1763, and the proclamation of Haitian Independence by insurgent slaves in 1804. The first French presence in the New World was the exploration of the Gulf of St. Lawrence by Jacques Cartier in 1534. At its peak the French Atlantic Empire included one-third of the North American continent, as well as the richest and most productive sugar and coffee plantations in the world. By following the history of French colonization in North America and the Caribbean, this class aims to provide students with a different perspective on the history of the Western hemisphere, and on US history itself. At the heart of the subject is the encounter between Europeans and Native Americans and between Europeans and Africans. We will focus the discussion on a few issues: the strengths and weaknesses of French imperial control as compared with the Spanish and the British; the social, political, military, and religious dimensions of relations with Native Americans; the extraordinary prosperity and fragility of the plantation system; evolving notions of race and citizenship; and how the French Atlantic Empire shaped the history of the emerging United States.

**HIST GU4229 POLITICS & SEXUALITY IN THE COLD WAR. 4.00 points.** The course presents new approaches for revisiting the study of this key period, moving away from more conventional angles to focus on global dynamics by looking at Latin America through the lens of sexuality and family. From this perspective, it will map out different problems and it will prompt a stimulating debate, allowing for discussions on generational as well as gender clashes, everyday life, and affective and emotional bonds, but also on the political strategies of the forces in conflict, public policies and cultural interventions. Discussions will underline interpretative and methodological dilemmas in relation with the historical reconstruction. Particularly, it will consider the relation between political and socio-cultural processes and the connection between the "longue durée" and contingency of the historical events. The course will allow students to explore these problems by themselves and promote their active participation, requesting different type of production from them such as oral intervention, an essay, etc. To sum up, this course offers the opportunity to rethink the Cold War, which still stir sensitivities and which is part of the political agenda even today, in a deeper and more complex way.

**HIST GU4231 Eastern Europe's Cold War. 4 points.** This seminar explores the Cold War's impact on Eastern Europe (1940s-1980s) and Eastern Europe's Cold War-era engagements with the wider world. We will address the methodologies used by historians to answer questions like these: What was the Cold War? What did it mean, and for whom? We will also look at the Cold War as something more than a series of events; we will consider its value, uses, and limits as a device for framing the second half of the twentieth century.

**HIST GU4344 Truth from the Past: Introduction to the Philosophy of History. 4.00 points.**

Exploring philosophies of history from the ancient Greeks to the present.
HIST GU4380 THE IDEA OF EUROPE. 4.00 points.

Spring 2022: HIST GU4380

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4380  001/13096  W 4:10pm - 6:00pm  311 Fayerweather  Victoria De Grazia  4.00  16/20

HIST GU4489 Early American Law and Society. 4.00 points.

How does law shape the way that people live together in society, and how do changes in society bring about changes in the law? How is law lived on the ground, and how did its subjects think about it and use it for their own purposes? In this class, we will read recent and significant scholarship in the history of the early American republic (c. 1776-1840) that explores these questions, drawing on the history of the law and legal sources. Although this class will touch on some of the better-known arguments among scholars of legal history, its approach will be more practical than theoretical. Its primary focus will not be on the evolution of American law as a conceptual matter, or on philosophical arguments about the nature of the law. Rather, students in this class will read in order to become better researchers: to learn more about how law worked in the early American republic, about the institutions through which it operated, about how it changed over time, and how it formed (and was formed) by American society. This reading-intensive class is intended for graduate students and advanced undergraduate students who are interested in the history of the law, or in conducting research projects that draw extensively on legal sources. For undergraduates, previous coursework in US history is strongly recommended.

Spring 2022: HIST GU4489

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4489  001/14076  M 2:10pm - 4:00pm  329 Uris Hall  Hannah Farber  4.00  16/15

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 2022: HIST GU4509

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4509  000/12862  T 4:10pm - 6:00pm  301m Fayerweather  Anders Stefanson  4.00  16/15

HIST GU4511 The Philosophical Life. 4.00 points.

The history of philosophy is not only the story of how particular concepts and doctrines — regarding cosmology, metaphysics, mind, language, ethics, politics — developed in the past. It also is the story of different conceptions of the philosophical life itself. In recent decades historians and philosophers have become increasingly interested in this subject. This seminar is devoted to examining different themes and episodes in this history, from antiquity to the present. In the spring of 2022 we will focus on ideas about the philosophical life in classic modern thinkers, from Bacon to Kant.

Spring 2022: HIST GU4511

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4511  001/14079  M 12:10pm - 2:00pm  522c Kent Hall  Mark Lilla  4.00  6/15

HIST GU4532 TOPICS IN AMERICAN CIVIL WAR AND RECONSTRUCTION. 4.00 points.

Few events in American history can match the significance of the American Civil War and Reconstruction and few left a better cache of records for scholars seeking to understand its signal events, actors, and processes. Starting with the secession of eleven southern states, white southerners’ attempts to establish a proslavery republic (the Confederate States of America) unleashed an increasingly radical, even revolutionary war. Indeed, as the war assumed a massive scope it drove a process of state building and state-sponsored slave emancipation in the United States that ultimately reconfigured the nation and remade the terms of political membership in it.

Spring 2022: HIST GU4532

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4532  001/13181  W 10:10am - 12:00pm  301m Fayerweather  Stephanie McCurry  4.00  16/15

HIST GU4711 OCCULT IN THE MUSLIM PAST. 4.00 points.

This seminar is designed to explore the rich but sorely understudied occult scientific lore in the pre-modern Islamic world. For over a millennium, from the seventh through even the twenty-first century, and spanning a broad geographical spectrum from the Nile to Oxus, different forms and praxis of occult scientific knowledge marked intellectual and political endeavors, everyday lives and customs, and faith-based matters of individuals constituting the so-called Islamicate world. However, despite the impressive array of textual, material, and visual sources coming down to us from the Muslim past, the topic has been severely marginalized under the post-Enlightenment definitions of scientific knowledge, which also shaped how the history of sciences in the Islamicate world was written in the last century. One of this seminar’s main objectives is to rehabilitate such biased perspectives through a grand tour of occult knowledge and practice appealed in the pre-modern Muslim world. Over the semester, by relying on a set of secondary studies and translated primary sources, we will revisit the question of the marginalization of Islamicate occult sciences, explore the actors’ definitions and discussions about the epistemic value of these sciences, trace their social and political implications in everyday life and imperial politics, and examine the key textual, technical, and material aspects of the occult tradition. In several of our sessions, we will have hands-on practice to better familiarize ourselves with the instructed techniques and methods in different branches of occult sciences. We will also regularly visit the Columbia University Rare Book & Manuscript Library to view texts and materials available in our collection.

Spring 2022: HIST GU4711

Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 4711  001/12821  W 10:10am - 12:00pm  301m Fayerweather  Tunc Sen  4.00  11/15
HIST GU4723 Politics of Archaeology. 4.00 points.

"Who owns antiquities?" "Who owns culture?" These questions that appear frequently today in both popular and scholarly discourse are deeply embedded in political issues and have a long history, going back to the nineteenth century. The seminar will investigate the origins of the battles over antiquities and their links empire building, colonialism, Orientalism, modernity, power, identity construction, racial hierarchies, and money. The chronological frame is from the 1850s to 1914 and the geographical focus in the Ottoman Middle East, which was the major theater of contestations. We will look closely into two areas: archaeological excavations and museums. If objects were unearthed ("discovered") in the first, they were displayed in the second; the Middle East was crowded with the first, while the major museums were in the West, with the exception of the Museum of Antiquities in Istanbul. We will also consider the vast and complex human landscape around the antiquities. In addition to archaeologists, this community included emperors, sultans, diplomats, spies, artists, inspectors, bureaucrats, technocrats, and workers, hence a cohort of individuals from many nationalities, economic strata, ethnic groups, and religions.

HIST GU4926 Spatial History Lab. 2 points.

Spatial History Lab for graduate and advanced undergraduate students. Students will learn theory and methods in spatial history while exploring key topics from the corequisite research seminar. This course will train students in the fundamentals of geographic information systems (GIS). Students will use skills learned in this lab to conduct a final research project in the corequisite research seminar. No previous experience necessary, but basic computer literacy highly recommended. Corequisite - HIST GU4927

HIST GU4927 Mapping 19th Century New York. 4.00 points.

Spatial history of New York City in the 19th century for graduate students and advanced undergraduates. Students explore key topics in New York City spatial history, and learn historical GIS skills in an attached lab. For their final projects, students will use newly constructed, large GIS data from the Mapping Historical New York project. Corequisite - HIST GU4926

HIST GU4962 Making and Knowing in Early Modern Europe: Hands-On History. 4.00 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.

HIST GU4971 What Can States Really Do? State Power # Popular Resistance in Global Historical Perspective. 4.00 points.

The Covid-19 pandemic showed that states had various ways of mobilizing their populations and imposing regulations. Some resorted to authoritarian measures, others to suasion, voluntary participation, or social pressure. People’s compliance or resistance to these requirements greatly varied across countries and regions, as in the case of face-mask or vaccination mandates. Whatever the circumstances, trust in the state and law obedience played a crucial role for anti-epidemic policy and its effectiveness. This raises a fundamental historical issue about how states build legitimacy and compliance over time and space, despite facing numerous popular resistances and oppositions. How are state obligations such as vaccination, conscription, taxation, compulsory education, social insurance, etc., implemented, respected, or contested? Is it a mere story of violence and power, or does it also imply collective negotiation, voluntary participation, and consent? Why are some states fiercely resisted by their population, while others inspire trust and compliance? The goal of this discussion seminar is to explore this puzzle through the lenses of comparative and global history, in a longue durée perspective and in close interaction with social sciences (anthropology, political science, sociology, and psychology). Each session will be devoted to one facet of the state, bringing together European, American, and imperial situations and case studies.

Spring 2022 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.

**AFRS BC2006 Introduction to African Diaspora. 3 points.**
Interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the ‘New World.’

**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 nation; the use, creation, and politics of language; intergenerational relationships between women; the rites and rights of girlhood and womanhood; and intersecting identities. We will specifically address how Caribbean women scholars/activists/artist critique racism, sexism, classism, heterosexism, colonialism, neocolonialism, and tourism within Caribbean sociocultural landscapes. In addition, we will analyze how Caribbean women/womyn frame and interrogate the politics of slavery, emancipation, freedom, resistance, rebellion, and independence during different historical eras. The required readings for this course reflect a variety of disciplinary and interdisciplinary methodologies, as well as a range of genres.

**LATN UN3310 Selections from Latin Literature: Roman Britain. 3 points.**
Prerequisites: LATN UN2102 or the equivalent.
Since the content of this course changes from year to year, it may be repeated for credit.
WMST GU4555 Abolitionist Feminism. 3.00 points.
This seminar is a deep study of the feminist history, theory, and practice of criminal punishment abolition from the 19th century through the present. It explores key conceptual frameworks, political conundrums, and genealogies of abolition especially in relation to Black, Native, women of color, queer, and Marxist feminisms. We will explore linkages and divergences from movements to abolish slavery. Students will engage past and current organizing movements and read and hear from activists who are organizing for prison abolition. We will explore the relationship between prison abolition and other movements for radical change and the tensions around abolition and carcerality that exist among feminists. Does abolitionist feminism have a cohesive set of political projects or philosophies? What tensions exist among feminists who advocate for abolition?

Spring 2022: WMST GU4555
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<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>WMST 4555</td>
<td>001/15165</td>
<td>W 10:10am - 12:00pm 707 Hamilton Hall</td>
<td>Sarah Haley</td>
<td>3.00</td>
<td>16/20</td>
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HSEA GU4882 HISTORY OF MODERN CHINA II. 3.00 points.
China's search for a new order in the long twentieth century with a focus on political, social and cultural change

Spring 2022: HSEA GU4882
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<tr>
<td>HSEA 4882</td>
<td>001/11350</td>
<td>T Th 10:10am - 11:25am 825 Seeley W. Mudd Building</td>
<td>Eugenia Lean</td>
<td>3.00</td>
<td>26/40</td>
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HSEA GU4891 LAW IN CHINESE HISTORY. 4 points.
An introduction to major issues of concern to legal historians as viewed through the lens of Chinese legal history. Issues covered include civil and criminal law, formal and informal justice, law and the family, law and the economy, the search for law beyond state-made law and legal codes, and the question of rule of law in China. Chinese codes and course case records and other primary materials in translation will be analyzed to develop a sense of the legal system in theory and in practice.

Spring 2022: HSEA GU4891
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<td>001/11351</td>
<td>W 2:10pm - 4:00pm 405 Kent Hall</td>
<td>Madeleine Zelin</td>
<td>4</td>
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