Department of History

Department Website: http://history.uchicago.edu

Chair
• Emilio H. Kourí

Professors
• Clifford Ando, Classics
• Leora Auslander
• John W. Boyer
• Mark P. Bradley
• Alain Bresson, Classics
• Susan Burns
• Dipesh Chakrabarty
• Paul Cheney
• Bruce Cumings
• Brodwyn Fischer
• Cornell Fleischer, Near Eastern Languages and Civilizations
• Jan Ellen Goldstein
• Ramón Gutiérrez
• Jonathan Hall
• James Hevia, College
• Thomas Holt
• Adrian D.S. Johns
• James Ketelaar
• Emilio H. Kourí
• Jonathan Levy
• David Nirenberg, Committee on Social Thought
• Steven Pincus
• Kenneth Pomeranz
• Robert J. Richards
• Mauricio Tenorio
• John E. Woods
• Tara Zahra

Associate Professors
• Fredrik Albritton Jonsson
• Guy S. Alitto
• Dain Borges
• Matthew Briones
• Jane Dailey
• Jacob Eyferth, East Asian Languages and Civilizations
• Rachel Fulton Brown
• Adam Green
• Faith Hillis
• Jonathan Lyon
• Emily Osborn
• Ada Palmer
• Richard Payne
• Johanna Ransmeier
• James Sparrow
• Amy Dru Stanley

Assistant Professors
From its 1892 establishment as one of the founding departments of the University of Chicago, the History Department has fostered programs leading to the Ph.D. degree in a broad range of fields. Theoretically sophisticated comparative and interdisciplinary approaches are a hallmark of our program. Along with graduate fields organized by traditional regional, national, and chronological boundaries, the Department offers a comprehensive range of interdisciplinary, theoretical, and comparative fields of study.

The History Department expects to welcome about twenty new graduate students each year. They are broadly distributed by field and backgrounds. Faculty members work in close concert with students in the small graduate seminars, colloquia, and tutorials that form the core of advanced training at Chicago. It is here, in intense interaction with faculty and fellow students, that individual interests and the professional skills of the historian are honed. As in any history program, a student is expected to learn to read critically, to search out and analyze primary materials with skill, and to write with rigor.
At Chicago, we also expect that students will demonstrate, through their own creativity, a significant advancement in the field itself.

Students are strongly encouraged to take courses outside of History and to compose one of their three oral fields in a comparative or theoretical discipline. There are extensive opportunities to develop ancillary fields with faculty in other social science and humanities programs, and in the University’s professional schools. Through consortia arrangements, students can also supplement their Chicago studies with work at Stanford, Berkeley, or any of the Ivy League or Big Ten Midwestern universities, where they can earn credit for courses while registered at the University of Chicago.

Central to our program are interdisciplinary workshops and special conferences that bring together students and faculty from throughout the University for intellectual exchange. Some recent workshops involving Department members include African Studies; Early Modern and Mediterranean Worlds; East Asia: Politics, Society and Economy; East Asia: Trans-Regional Histories; Gender and Sexuality Studies; Historical Capitalisms; History, Philosophy and Sociology of Science; Interdisciplinary Approaches to Modern France and the Francophone World; Interdisciplinary Approaches to Russia, Eastern Europe and Central Asia; Late Antiquity and Byzantium; Latin American and the Caribbean; Medieval Studies; Medicine and Its Objects; Reproduction of Race and Racial Ideologies; Transnational Approaches to Modern Europe; and US History. Workshops ensure dissertation writing students a supportive intellectual community within which both students and faculty are able to present and comment upon research in progress.

For more detailed information on History Department faculty and the graduate program, please visit the Department’s website at http://history.uchicago.edu/.

Admission

Requirements for admission are:

1. The degree of Bachelor of Arts or its equivalent
2. A distinguished undergraduate record
3. High competence in foreign language

Four parts of the application are critically important: the student’s academic record, letters of recommendation submitted by persons able to describe the student’s achievements and promise, a significant example of the student’s work, (bachelor’s essay, master’s thesis, research or course paper) and, finally, the student’s statement of purpose, which describes the intellectual issues and historical subjects to be explored at the University of Chicago. Although many graduate students change their focus in the course of their studies, it is helpful to have the clearest possible idea of applicants’ interests and any research experience to date.

In addition, applicants are required to submit Graduate Record Examination (GRE) aptitude scores that are not more than five years old (the History subject test is not required). It is advisable to take the GRE no later than October so that scores will arrive on time. International applicants must meet English language requirements set by the school. The requirements can be met through a waiver, the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Information on How to Apply

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/

Questions pertaining to admissions and aid should be directed to s admissions@ssd.uchicago.edu or (773) 702-8415. The documents needed for the application can be uploaded through the online application.

Program for the First Year

Normal registration the first year is eight graded courses. Among the eight courses taken, the curriculum for the first year prescribes:

1. Two-quarter seminar
2. Historiography course (HIST 69900 Colloquium: Historiography)
3. Five additional courses

These courses are taken for letter grades and must be completed by the end of the spring quarter. Students receive the master’s degree upon completing the first year curriculum.

Students are also required to take a foreign language reading examination during their first term. Each field will specify the language(s) to be used and the degree of proficiency required. The fields will also determine whether students have met the requisite standards.

Near the end of the spring quarter a faculty committee will decide whether a student is qualified to proceed toward the Ph.D. degree. Evidence for the judgment will be:
1. Evaluation of the seminar paper
2. Autumn and winter quarter course grades
3. Successful completion of at least one foreign language examination

After the First Year

Students who are recommended for the Ph.D. continue their formal study and will be expected to complete another year of graded course work including another graded seminar, unless they petition for credit for previous graduate work. The Ph.D. field examination is taken after completion of coursework by October 20th of the third year. Students are examined in three Ph.D. fields in a two-hour oral examination. By the end of the third year, the student presents the dissertation proposal at a hearing, and it must be approved by the dissertation committee. The student is then admitted to candidacy for the doctoral degree after the hearing and all other requirements are complete.

Pre-Dissertation Fellowships

The Freehling, Kunstadter, and Sinkler families and friends have made funds available for summer research fellowships of up to $2,000 to support travel to archival collections. Two Eric Cochrane Traveling Fellowships of $3,000 each are awarded annually to assist graduate students in Western European History in making a summer research trip to Europe. The John Hope Franklin Fellowship was created to award students working on African American or Southern U.S. history conduct summer archival research. Other fellowships may be available each year. Awards of up to $300 for travel to present papers at scholarly conferences are available.

Work On The Dissertation

Following approval of the dissertation proposal and subsequent admission to candidacy for the Ph.D. degree, students are expected to devote their time to dissertation research. Each year the Division of Social Sciences and the department awards a number of dissertation write-up fellowships including departmental fellowships funded by the Duncan and Barnard families and the Quinn foundation. Formal defense of the completed dissertation, written with the guidance of a three or four member dissertation committee, concludes the degree requirements. All requirements for the Ph.D. degree including the final defense must be completed within nine years from the date of matriculation for students entering the program in Autumn 2016 or later, although many students graduate in six to eight years time.

Teaching Opportunities

Teaching is required for students in the Ph.D. program. Students serve as assistants and lecturers in introductory History courses, Social Sciences and Humanities core sequences, the College writing program, and various civilizations sequences. The History Department’s von Holst Prize Lectureships permit three students to design undergraduate courses centered on their dissertation research. The students who receive the Bessie L. Pierce Prize Preceptorship Award guide third and fourth year History undergraduates in A.B. essay seminars. Students acquire initial teaching experience through an internship program in which they assist faculty with the design, teaching, and grading of courses. Numerous students also gain valuable college teaching experience in other Chicago area institutions.

History Courses

**HIST 30404. Troy and Its Legacy. 100 Units.**
This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginations of it in later cultures. The first half will focus on the actual events of the "Trojan War" at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.
Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): CLCV 20404, ANTH 36120, HIST 20404, ANTH 26120, CLAS 30404

**HIST 30507. The Idea of Freedom in Antiquity. 100 Units.**
Freedom may be the greatest of American values. But it also has a long history, a dizzying variety of meanings, and a huge literature. This course will be an introduction to critical thinking on freedom (primarily political freedom) with an emphasis on Greco-Roman texts. The first half of the class will focus on Greek authors, including Herodotus, Euripides, and Aristotle. The second half will focus on Roman authors, from Cicero to Livy to Tacitus. The ancient texts will be supplemented by modern literature on freedom, such as John Stuart Mill and Isaiah Berlin.
Instructor(s): A. Horne Terms Offered: Autumn
Equivalent Course(s): CLAS 34319, HIST 20507, CLCV 24319, LLSO 24319
HIST 32611. Paris from "Les Misérables" to the Liberation, c. 1830-1950. 100 Units.
Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.
Equivalent Course(s): ENST 22611, HIST 22611, FREN 22620, FREN 32620

HIST 35318. Wonder, Wonders, and Knowing. 100 Units.
In wonder is the beginning of philosophy," wrote Aristotle; Descartes also thought that those deficient in wonder were also deficient in knowledge. But the relationship between wonder and inquiry has always been an ambivalent one: too much wonder stupefies rather than stimulates investigation, according to Descartes; Aristotle explicitly excluded wonders as objects of inquiry from natural philosophy. Since the sixteenth century, scientists and scholars have both cultivated and repudiated the passion of wonder; ON the one hand, marvels (or even just anomalies) threaten to subvert the human and natural orders; on the other, the wonder they ignite fuels inquiry into their causes. Wonder is also a passion tinged with the numinous, and miracles have long stood for the inexplicable in religious contexts. This seminar will explore the long, vexed relationship between wonder, knowledge, and belief in the history of philosophy, science, and religion.
Instructor(s): Lorraine Daston Terms Offered: Spring. Course to be taught Spring 2020
Prerequisite(s): Reading knowledge of at least one language besides English, some background in intellectual history.
Consent is required for both grads and undergrads. This course will be taught the first five weeks of the quarter.
Equivalent Course(s): SCTH 30926, CHSS 30936, PHIL 30926, HIST 25318, KNOW 30926

HIST 35416. History of Technology in America. 100 Units.
From the very earliest days of the United States, science and technology have played a fundamental role in how Americans think of themselves and their communities. This course examines the entwined histories of technology and American culture between two especially dramatic periods of techno-scientific transformation: from the industrial push following the end of the Civil War to the "revolution" in genomics and informatics that characterizes our present age. From railroads, telegraphs, and telephones which drew distant towns into tight-knit networks; to electrical marvels which engendered new forms of consumption and socialization; to the wonders and perils of atomic power, space flight, and genetic engineering, different groups of Americans have wrestled with questions of community, identity, ideology and politics through and with products of technological innovation. In the course of investigating these and other topics, students will examine a variety of primary and secondary sources; and will be expected to write weekly response papers and two short research papers.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 25416, HIST 25416, CHSS 35416

HIST 36511. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world's most urbanized regions, and its urban heritage long predated European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some knowledge of Latin America or urban studies helpful.
Equivalent Course(s): LACS 26510, ENST 26511, HIST 26511, LACS 36510

HIST 37118. Religion In 20th Century America. 100 Units.
This course is the second in a two-part series that examines the historical development of religious traditions in the United States from the Civil War to the late 20th century. For this course, we begin with the 1920s. We examine a diverse array of religious traditions and issues, but a central theme of the course is the way in which various groups wrestle with how to maintain distinctive religious cultures in the midst of broader social and cultural changes. Among the issues discussed through lectures and the readings are the following: women and gender, race, debates about the public role of religion, the problems and perennial contentions around increasing religious diversity, the quest for "spirituality" apart from religious institutions, and increasing uneasiness over organized religion as a normative source of authority.
Instructor(s): Curtis Evans Terms Offered: Autumn
Equivalent Course(s): HCHR 43600, RLST 13600, RAME 43600
HIST 37709. Soul and the Black Seventies. 100 Units.
This course considers in what ways soul as cultural genre and style shaped, and was shaped by, the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression-literary, intellectual, institutional, activist-in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): GNSE 27709, CRES 27709, MUSI 37709, GNSE 37709, HIST 27709, MUSI 27709, CRES 37709

HIST 39319. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HMRT 21002, LLSO 21002, MAPH 42002, PHIL 31002, PHIL 21002, HMRT 31002, HIST 29319, INRE 31602

HIST 39527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.
The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.
Instructor(s): S. Burns Terms Offered: Autumn
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): ENST 29527, GLST 29527, EALC 39527, HIST 29527, EALC 29527

TURK 40589. Advanced Ottoman Historical Texts. 100 Units.
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Consent required
Equivalent Course(s): HIST 58301

HIST 42302. Colloquium: Medieval Studies. 100 Units.
Since its beginnings as an academic field, medieval studies has been resolutely interdisciplinary. Scholars who conduct research on the Middle Ages routinely combine methods and theories drawn from a variety of disciplines, including history, art history, languages and literatures, music, and theology-to name only a few. This course will introduce graduate students to both classic historiography and important recent work in medieval studies. We will read scholarship that employs foundational methods in the field, including paleography and manuscript studies, as well as work inspired by more recent theoretical approaches.
Instructor(s): J. Lyon Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 47200. Early Modern North America. 100 Units.
This course focuses on the complex, contested, and often violent world of North America in the early modern period from the early sixteenth through late eighteenth century. Although in the past "early America" has sometimes been synonymous with the thirteen colonies that eventually formed the United States, this class will stress the multicultural, multi-imperial, and multipolar nature of early North America, and the many connections between the continent and the rest of the early modern world.
Instructor(s): M. Krueer Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 47503. Colloquium: Chicago in United States Urban History. 100 Units.
This graduate colloquium will use Chicago as a lens through which to examine the history and historiography of the American urban experience from the early nineteenth century to the present.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
HIST 48000. Colloquium: The Age of Keynes. 100 Units.

This class uses the writings of John Maynard Keynes as a window into twentieth-century economic thinking and governance. Topics include Keynes's monetary economics in the aftermath of WWI; the General Theory in the context of the Great Depression; the construction of the post-WWII international economic order; the consolidation of Keynesian macroeconomics and the fate of social democracy.

Instructor(s): J. Levy and J. Isaac
Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor
Equivalent Course(s): SCTH 48000

HIST 48700. Colloquium: Social Movements in Chicago, 1950-2010. 100 Units.

This graduate colloquium considers the constellation of social movements that emerged in Chicago in the late 1960s, using old and new approaches to contentious politics. Chicago comprises an urban context that simultaneously encompasses a robust labor tradition, coherent expressions of situated or identity-oriented advocacy, a sustained radical intellectual tradition, localized community-oriented philosophy of organizing, and one of the fullest concentrations of municipal authority, as a party machine regime and also a law enforcement apparatus. Taken together, these conditions and others mark Chicago as among the most revealing crucibles for movement building in the United States over the past half century.

The course seeks to survey emerging scholarship on the constitution, contradictions, and impact of movement building in Chicago, seen largely through four case studies—the Puerto Rican movement, radical feminism, LGBTQ liberation/rights, and African American struggles to achieve police accountability. Additionally, the course will survey classic and emerging models of social-movement theory, in order to offer models of analysis for a mode of politics, power, and social formation especially consequential to recent history and poised, it seems, to continue to exert significant influence. Finally, the course will introduce students to new archives, new source bases, and community-based principles and authorities, in order to suggest innovative and relevant research projects.

Instructor(s): A. Green
Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor
Equivalent Course(s): CRES 48700, GNSE 48700

HIST 49406. History and Time. 100 Units.

This course explores the relationship between historical writing and conceptions of time. It focusses on the work of three twentieth-century theorists of history: Paul Ricoeur, Reinhart Koselleck, and J.G.A. Pocock. These figures drew on the philosophical traditions of idealism, historicism, and phenomenology; but they also studied history of historiography and political thought. We will examine their shared intellectual roots, and then turn to a close reading of a major text by each writer: Ricoeur's TIME AND NARRATIVE, Koselleck's CRITIQUE AND CRISIS, and Pocock's THE MACHIAVELLIAN MOMENT.

Instructor(s): Joel Isaac
Terms Offered: Spring. Course will be taught spring 2020
Prerequisite(s): CONSENT OF INSTRUCTOR REQUIRED.
Equivalent Course(s): CRES 40123

HIST 49502. Colloquium: Colonialism, Globalization, and Postcolonialism. 100 Units.

This course deals with European overseas expansion from the fifteenth through nineteenth centuries, the emergence from this process of new colonial territories inhabited by non-Europeans, and the fate of these territories as "postcolonies" in the late twentieth and early twenty-first century global order. The analytic goal is to integrate politics (the formation of colonial regimes and successor nation-states); economics (the dialectics of global capitalism, European overseas expansion, and varieties of development and underdevelopment), and culture (the construction of European and Third World identities via colonialism). The lectures and assigned readings will privilege "northern" Europe, as opposed to Iberia, but will include France. We will focus upon tropical Africa, the British and French Caribbean, and South Asia, but students are welcome to challenge or extend this definition of the topic. I will normally lecture on Wednesdays, and we will normally discuss the readings on Fridays. Assignments: Two short (3-5 pp) critical papers on specialized readings and one longer final essay (10-12 pp) discussing an approved, self-selected topic. The analysis of these readings must take into account the relevant general material in the course. Students may select a take-home final exam based on the required readings as an alternative to the longer paper.

Instructor(s): R. Austen
Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 49700. Colloquium: The Informal-Economics, Politics, and Social Ties in the City. 100 Units.

This course engages the paradox of the informal, the range of political practices, social ties, and economic modalities seemingly in but not of "formal" institutions, norms, and sectors. It begins with engaging the foundational debates on the informal, debates that challenge the neat separation between the formal and informal and which sharpen the conceptual differences between the informal, the illicit, and the underground. Readings consist of some theory, a handful of primary sources, and mostly secondary readings on cities that cut across different political economic contexts and chronological and geographical boundaries. Themes include urban space, race, gender, borders, policing and regulation. Along the way we will consider the problem of the archive (its silences and elisions), as well as the normative judgments that frame historical interpretations of the informal.

Instructor(s): D. Jenkins
Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor
HIST 53003. Coll: Religion and Politics in Modern Europe, 1740-Present. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium (register for HIST 53003). The longstanding idea of the progressive secularization of modern society—an idea germinated during the Enlightenment and made more explicit by such nineteenth-century social theorists as Comte, Weber, and Durkheim—no longer commands much assent today, though western Europe seems a better instantiation of it than anywhere else. Starting with an examination of the so-called secularization thesis, this seminar will examine such topics as divergent interpretations of the Enlightenment view of religion; the religious impact of the French Revolution; the shifting patterns of religious practice that evolved during the nineteenth century; the role of religiously based, mass political movements in the crisis of the liberal state in the late nineteenth century; the nineteenth-century transformation of religion into an object of scientific study (philology, sociology of religion); Marian appropriations and miraculous cures in the nineteenth century (Lourdes, Marpingen); Jewish emancipation; the European encounter with Islam; and the opposition to organized religion and the churches offered by the Left and the Right, as part of the larger debate about the extent to which (private) corporate norms and values should be able to influence civic life in the modern liberal or modern authoritarian state.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Autumn
Prerequisite(s): Graduate students only with consent of instructor; European language not required for students taking colloquium. Meets with HIST 74605.

HIST 58601. Colloquium: Iran and Central Asia I-Safvid Iran. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from approximately 1500 to 1750. Classroom presentations and a short paper are required.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 58601, NEHC 30943

HIST 58602. Colloquium: Iran and Central Asia II-Safvid Iran. 100 Units.
The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): HIST 58601; open to upper-level undergraduates with consent
Equivalent Course(s): NEHC 30944, CMES 58602

HIST 60302. Coll: Immigration and Assimilation in American Life. 100 Units.
This course explores the history of immigration in what is now the United States, starting with the colonial origins of Spanish, French, Dutch, and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the nineteenth and twentieth century. Additionally, we will study the adaptation of these immigrants, exploring the validity of the concept of assimilation, comparing and contrasting the experiences of the "old" and "new" immigrants based on their race, religion, and class standing.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent of instructor
Equivalent Course(s): GNSE 60300, AMER 60302, LACS 60302

HIST 69100. Colloquium: The Antillean Plantation Complex. 100 Units.
This colloquium will examine the plantation complex as it developed in the Caribbean basin over the long eighteenth century (circa 1650-1825), with an emphasis on the French and British islands. We will pay particular attention to the long-debated role of plantation slavery and the production of tropical commodities in laying the basis for modern forms of capitalist accumulation. We will also consider demographic developments, the ecological impact of the plantation system, creole culture, metropole-colony relations, the role of Enlightenment thought, and gender.
Instructor(s): P. Cheney Terms Offered: Autumn

HIST 69900. Colloquium: Historiography. 100 Units.
This course is designed as a forum to grasp intellectual issues across the historical discipline and balance the tendency towards specialization in the profession. A ten-week course can hardly do justice to debates on the nature of history and the nuances of writing history. Thus this course is selective by necessity. The class is basically structured around discussion of the assigned materials, but each session will be introduced by a short lecture.
Instructor(s): M. Tenorio Terms Offered: Spring
Prerequisite(s): Consent of instructor; open only to first-year History graduate students.

HIST 71301. Sem I: An Age of Revolutions in an Early Modern Society: Britain from Reformation to Enlightenment. 100 Units.
This seminar focuses on an early modern society in an age of profound upheaval. During the "long seventeenth century," which ran from the Reformation to the early Enlightenment, the British Isles saw protracted civil conflict, a king put on trial and executed, and (arguably) two political revolutions. In a period distinguished by the lives of figures such as Shakespeare, Milton, Newton, and Locke, major achievements took place in literature, science, and philosophy. Not only did the archipelago coalesce into the one polity of "Great Britain," it also created the origins of a world-spanning empire. We shall explore all these processes by using selected primary and secondary sources. Students will be introduced to key themes and approaches for early modern European history, which they can then apply to the specific periods, places, and subjects that most interest them.
Instructor(s): A. Johns Terms Offered: Autumn
HIST 71302. Sem II: An Age of Revolutions in an Early Modern Society: Britain from Reformation to Enlightenment. 100 Units.
Graduate students write a history seminar paper in winter quarter.
Instructor(s): A. Johns Terms Offered: Winter
Prerequisite(s): HIST 71301

HIST 74605. Sem: Religion, Society, and Politics in Modern Europe, 1740-Present. 100 Units.
A two-quarter research seminar; the first quarter may be taken separately as a colloquium (register for HIST 53003). The longstanding idea of the progressive secularization of modern society—an idea germinated during the Enlightenment and made more explicit by such nineteenth-century social theorists as Comte, Weber, and Durkheim—no longer commands much assent today, though western Europe seems a better instantiation of it than anywhere else. Starting with an examination of the so-called secularization thesis, this seminar will examine such topics as divergent interpretations of the Enlightenment view of religion; the religious impact of the French Revolution; the shifting patterns of religious practice that evolved during the nineteenth century; the role of religiously based, mass political movements in the crisis of the liberal state in the late nineteenth century; the nineteenth-century transformation of religion into an object of scientific study (philology, sociology of religion); Marian apparitions and miraculous cures in the nineteenth century (Lourdes, Marpingen); Jewish emancipation; the European encounter with Islam; and the opposition to organized religion and the churches offered by the Left and the Right, as part of the larger debate about the extent to which (private) corporate norms and values should be able to influence civic life in the modern liberal or modern authoritarian state.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Autumn
Prerequisite(s): Graduate students only by consent of instructor; students taking the 2-qtr seminar must have reading knowledge of at least one modern European language. Meets with HIST 53003.

HIST 74606. Sem: Religion, Society, and Politics in Mod Euro, 1740-Present. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): J. Boyer and J. Goldstein Terms Offered: Winter
Prerequisite(s): Hist 74605

HIST 77001. Seminar: Modern East Asian History 1. 100 Units.
This is a reading and discussion seminar on modern East Asia, meaning China, Korea, and Japan. We will read one book per week and discuss it in class. Students will be expected to prepare an opening five-minute critique of the week’s reading to get our discussions going. PhD students will write a seminar paper. MA students will do either a paper that compares and contrasts four or five (good) books on East Asia, or they will write a paper that deals with some particular problem or conundrum that derives from the readings or our seminar discussions; the second option is not a research paper, but one in which a premium is placed on your ability to think through a problem that appears in the reading or comes out of our discussions. That paper is due on the last day of exam week for those MA students taking the seminar for just the autumn term. In the winter quarter students will present their papers for discussion with the class.
Instructor(s): M. Bradley & B. Cumings Terms Offered: Autumn
Equivalent Course(s): EALC 47001

HIST 77002. Seminar: Modern East Asian History 2. 100 Units.
In the winter quarter students will present their seminar papers for discussion with the class.
Instructor(s): Mark Bradley & B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 77001 or EALC 47001
Equivalent Course(s): EALC 47002

HIST 79101. Seminar: Topics in Latin American History I. 100 Units.
This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a autumn-quarter colloquium.
Instructor(s): D. Borges Terms Offered: Autumn
Equivalent Course(s): LACS 79101, CRES 79101

HIST 79102. Seminar: Topics in Latin American History II. 100 Units.
The second quarter is mainly for graduate students writing a History seminar paper.
Instructor(s): D. Borges Terms Offered: Winter
Prerequisite(s): HIST 79101
Equivalent Course(s): LACS 79102, CRES 79102

HIST 90000. Reading and Research: History Grad. 100 Units.
Independent study with history faculty. Graduate students only.
Instructor(s): Arr. Terms Offered: Autumn Spring Summer Winter
Note(s): Select section from Faculty List.
HIST 90600. Oral Fields Preparation: History. 100 Units.
Independent study with history faculty to prepare for the history PhD oral-fields examination.
Instructor(s): Arr. Terms Offered: Autumn Spring Summer Winter
Note(s): Enter section from faculty list.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.