The Department of History offers comprehensive undergraduate and graduate programs in all fields of history, with particular strengths in American history; the history of science, technology, environment, and medicine; and social history and policy. Historical studies are sometimes categorized among humanistic studies and sometimes among the social sciences. Allied with both traditions, historians seek an understanding of the past by analyzing societies and how they change over time.

The Department of History offers instruction within the customary frameworks that have formed the basis of historical studies, and it also has developed special emphases in social, cultural, political, and economic perspectives that allow instruction and research on such topics as the African-American experience, the environment, business and economy, technology and science, medicine, women's history and gender studies, legal history, and comparative social history. Courses in history, or a formal major or minor in history, traditionally have been attractive to students as preparation for a wide variety of career and professional interests, including teaching, law, government, medicine, and journalism, and such public history activities as archival administration, historical museum administration, restoration and preservation of historic sites, and writing.

Facilities
Case Western Reserve University, the other institutions in University Circle, and the Cleveland area in general offer excellent facilities for historical research. These facilities are especially strong in the fields of social history and policy and in the history of medicine, health care, nonprofit organizations, technology, and science. The university library's extensive collections in these fields are significantly augmented by the holdings of the nationally ranked Allen Memorial Library in the history of medicine and health care, and of the equally distinguished Western Reserve Historical Society in regional economic, social, nonprofit, ethnic, African-American, and Jewish history. Both the Allen Memorial Library and the Western Reserve Historical Society library are adjacent to the campus. The Cleveland Public Library, just five miles from campus in downtown Cleveland, is the third largest public library in the U.S.; it maintains excellent research collections in Ohio, U.S., and British history, technology, and business. The university has also pioneered the development of electronic connections to other libraries and to research resources in general; Ohio's many colleges and universities have one of the nation's leading interlibrary loan programs.

Department Faculty
Kenneth F. Ledford, PhD, JD
(Johns Hopkins University; University of North Carolina)
Associate Professor and Chair
Modern German history; Modern European history; European legal history; history of the professions

John Broich, PhD
(Stanford University)
Associate Professor
British history; British Empire; environmental history; history of public health

Daniel Cohen, PhD
( Brandeis University)
Associate Professor
Colonial America; U.S. cultural history

Ananya Dasgupta, PhD
(University of Pennsylvania)
Assistant Professor
History of Modern South Asia; secularism in South Asia; gender and community in South Asia

John H. Flores, PhD
(University of Illinois at Chicago)
Associate Professor
Mexican American history; immigration; labor

Jay Howard Geller, PhD
(Yale University)
Samuel Rosenthal Professor of Judaic Studies; Associate Professor
Jewish history, modern European history, modern German history

John Grabowski, PhD
(Case Western Reserve University)
Krieger-Mueller Joint Professor of History; Associate Professor
United States history; immigration and ethnicity; local history

Miriam R. Levin, PhD
(University of Massachusetts, Amherst)
Henry Eldridge Bourne Professor of History
History of industrial societies and cultures; history of modern France; women in science

Aviva Rothman, PhD
(Princeton University)
Assistant Professor
History of science; intellectual history, early modern Europe

Jonathan Sadowsky, PhD
(Johns Hopkins University)
Theodore J. Castele Professor
Medical history; African history; comparative history

Renée M. Sentilles, PhD
(College of William and Mary)
Associate Professor
American women's history; U.S. cultural history; American studies; children's studies

Peter Shulman, PhD
(Massachusetts Institute of Technology)
Associate Professor; Director of Undergraduate Studies
History of science, technology and American politics; environmental history and the history of energy; United States foreign relations
Department of History

Theodore L. Steinberg, PhD
(Brandeis University)
Adeline Barry Davee Distinguished Professor of History; Director of Graduate Studies
U.S. environmental and legal history

Ben Vinson III, PhD
(Columbia University)
Hiram C. Haydn Professor of History; Provost and Executive Vice President
Latin American history

Gillian L. Weiss, PhD
(Stanford University)
Associate Professor
Early modern France; comparative slavery; the Mediterranean

Emeritus Faculty
David Hammack, PhD
(Columbia University)
Hiram C. Haydn Professor Emeritus of History
American social and urban history

Alan Rocke, PhD
(University of Wisconsin, Madison)
Distinguished University Professor Emeritus and Henry Eldridge Bourne Professor Emeritus of History
History of science; science, technology, and society

Secondary Faculty
Rachel Sternberg, PhD
(Bryn Mawr College)
Associate Professor, Department of Classics
Greek language and literature; Greek social history; history of emotion; reception of the classical tradition in the age of Jefferson

Adjunct Faculty
Virginia Dawson, PhD
(Case Western Reserve University)
Adjunct Associate Professor
History of science and technology

James M. Edmonson, PhD
(University of Delaware)
Adjunct Associate Professor; Director, Dittrick Medical History Center
Medical history

Lecturers
Vicki Daniel, PhD
(University of Wisconsin, Madison)
Lecturer and SAGES Fellow
History of Medicine

Bernard Jim, PhD
(Case Western Reserve University)
Lecturer and SAGES Fellow
19th- and 20th-century US history; American history of science and technology; gender; methodology

Andrea Milne, PhD
(University of California, Irvine)
Lecture and SAGES Fellow
Gender, sexuality and medicine

Elizabeth Todd, PhD
(The Ohio State University)
Lecturer
Medieval history; Reformation Europe

Undergraduate Programs

Major
The history major may be elected in one of two formats: the regular major or the teacher licensure major.

Regular Major
The regular major requires a minimum of 30 hours in history courses, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HSTY 113</td>
<td>Introduction to Modern World History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 250</td>
<td>Issues and Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 398</td>
<td>Senior Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining seven electives must include one course in U.S. history, one course in pre-modern history, and one course each in at least 2 other, different geographical areas. Each course can only fulfill one requirement. These distribution requirements are new and replace the old requirement that each student have a “concentration” of four related courses.

Teacher Licensure Program
The teacher education major for licensure in Integrated Social Studies (Adolescence to Young Adult) requires 30 hours of history, including the same four courses required for the regular major and a minimum of six semester hours in each of three focus areas: United States history, world/European studies, and Asian, African, and Latin American studies. Candidates for teacher licensure must also take courses in economics, political science, and sociology (9 hours) and 36 hours in education courses, culminating in student teaching. Students interested in pursuing this option should confer with the department’s undergraduate advisor. See the Teacher Licensure (http://bulletin.case.edu/collegeofartsandsciences/teacherlicensureprogram) section in this bulletin.

Subject area requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HSTY 103</td>
<td>Introduction to Medieval History, 500-1500</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 105</td>
<td>Introduction to Modern European History, 1750-present</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 112</td>
<td>Introduction to American History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 113</td>
<td>Introduction to Modern World History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 250</td>
<td>Issues and Methods in History</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>HSTY 398</td>
<td>Senior Research Seminar</td>
<td>3</td>
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<td>Two of the following:</td>
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<tr>
<td>HSTY 152</td>
<td>Technology in America</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 210</td>
<td>Colonial America, 1607-1763</td>
<td>3</td>
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<tr>
<td>HSTY 211</td>
<td>The Era of the American Revolution, 1763-1789</td>
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<tr>
<td>HSTY 212</td>
<td>U.S. Politics, Culture, and Society, 1790-1860</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 252A</td>
<td>Introduction to African-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 255</td>
<td>Economic History of the United States</td>
<td>3</td>
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<tr>
<td>HSTY 256</td>
<td>American Political History</td>
<td>3</td>
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<tr>
<td>HSTY 257</td>
<td>Immigrants in America</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 260</td>
<td>U.S. Slavery and Emancipation</td>
<td>3</td>
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<tr>
<td>HSTY 262</td>
<td>African-American History Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 340</td>
<td>A History of Workers in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 353</td>
<td>Women in American History I</td>
<td>3</td>
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<tr>
<td>HSTY 354</td>
<td>Women in American History II</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 355</td>
<td>Age of American Civil War 1815-80</td>
<td>3</td>
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<tr>
<td>HSTY 359</td>
<td>Books as Bombs: Books that Reshaped American Culture</td>
<td>3</td>
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<tr>
<td>HSTY 361</td>
<td>Crime and Culture in Early America</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 363</td>
<td>Gender and Sexuality in America</td>
<td>3</td>
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<tr>
<td>HSTY 373</td>
<td>Women and Medicine in the United States</td>
<td>3</td>
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<tr>
<td>HSTY 378</td>
<td>North American Environmental History</td>
<td>3</td>
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<tr>
<td>HSTY 387</td>
<td>Growing Up in America: 1607 - 2000</td>
<td>3</td>
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<td></td>
<td>Two of the following:</td>
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<tr>
<td>HSTY 104</td>
<td>Introduction to Early Modern European History, 1500-1800</td>
<td>3</td>
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<tr>
<td>HSTY 151</td>
<td>Technology in European Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 163</td>
<td>Modern Britain and Its Empire</td>
<td>3</td>
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<tr>
<td>HSTY 206</td>
<td>Ancient and Medieval Spain: Prehistory to 1492</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 215</td>
<td>Europe in the 20th Century</td>
<td>3</td>
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<tr>
<td>HSTY 218</td>
<td>Jews in Early Modern Europe</td>
<td>3</td>
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<tr>
<td>HSTY 220</td>
<td>The Early Modern Mediterranean</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 234</td>
<td>France and Islam</td>
<td>3</td>
</tr>
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<td>HSTY 235</td>
<td>Pirates in the Early Modern World</td>
<td>3</td>
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<tr>
<td>HSTY 236</td>
<td>World War I: Crucible of the 20th Century</td>
<td>3</td>
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<tr>
<td>HSTY 237</td>
<td>WWll from the British Empire Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 254</td>
<td>The Holocaust</td>
<td>3</td>
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<tr>
<td>HSTY 278</td>
<td>Nineteenth-Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 309</td>
<td>Reformation Europe, 1500-1650</td>
<td>3</td>
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<tr>
<td>HSTY 310</td>
<td>The French Revolutionary Era</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 332</td>
<td>European International Relations 1789-1945</td>
<td>3</td>
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<tr>
<td>HSTY 333</td>
<td>Reading Capital: Political Economy in the Age of Modern Industry</td>
<td>3</td>
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<tr>
<td>HSTY 334</td>
<td>History of 19th Century Germany</td>
<td>3</td>
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<tr>
<td>HSTY 335</td>
<td>History of 20th Century Germany</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 345</td>
<td>The European City</td>
<td>3</td>
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<tr>
<td>HSTY 389</td>
<td>History of Zionism</td>
<td>3</td>
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<td>Two of the following:</td>
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<tr>
<td>HSTY 132</td>
<td>Introduction to Modern East Asia</td>
<td>3</td>
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<tr>
<td>HSTY 133</td>
<td>Introduction to Chinese History and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 135</td>
<td>Introduction to Modern African History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 136</td>
<td>Introduction to Latin American History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 137</td>
<td>Introduction to Modern South Asia</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 157</td>
<td>Women's Histories in South Asia</td>
<td>3</td>
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<tr>
<td>HSTY 280</td>
<td>History of Modern Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 288</td>
<td>Imperial China: The Great Qing</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 289</td>
<td>Reform, Revolution, Republics: China 1895 to Present</td>
<td>3</td>
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<tr>
<td>HSTY 339</td>
<td>The Origins of the Arab-Israeli Conflict, 1900-1948</td>
<td>3</td>
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<tr>
<td>HSTY 371</td>
<td>Jews under Islam and Christianity</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 383</td>
<td>Readings in PRC History</td>
<td>3</td>
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<tr>
<td>HSTY 385</td>
<td>Readings in Society and Culture in Modern Chinese History</td>
<td>3</td>
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</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 160</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 113</td>
<td>Critical Problems in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 310</td>
<td>The Individual in Society</td>
<td>3</td>
</tr>
</tbody>
</table>

(With advisor approval, the sociology requirement may be met with HSTY 212 U.S. Politics, Culture, and Society, 1790-1860 or HSTY 262 African-American History Since 1945, and the political science requirement may be met with HSTY 256 American Political History.)

**Integrated Graduate Studies**

The Department of History participates in the Integrated Graduate Studies (IGS) Program (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#accelerationtowardgraduatedegreetext). Interested students should note the general requirements and procedures of the School of Graduate Studies, but they must also consult the departmental advisor about the specific requirements, guidelines, and opportunities for IGS in history.

**Minor**

The history minor consists of five courses (15 credit hours) in history. At least one course must be above the 100 level. Minor advisors will encourage students to take courses across a variety of fields. Elective courses can be chosen from all HSTY courses. The history minor is available to all undergraduate students.
Advanced Placement Credit

Beginning with the Fall 2018 semester, the Department of History will grant credit for 1 3-hour elective to any student who has scored a 5 on any of the AP History tests, has been invited to participate in the 1-hour HSTY 100 Introduction to History, and has successfully completed that course. That 3-hour elective cannot be applied to the GER Breadth Requirement or to the major or minor in history.

Graduate Programs

The Department of History offers both the MA and the PhD in history. Many, but not all, of our PhD students work within one of the department’s two focused PhD programs: (1) Social History and Policy, and (2) History of Science, Technology, Environment and Medicine. In practice, these two programs are often closely related. The department also joins with the Law School to offer an MA/JD dual-degree program. Applicants for graduate degrees in history must submit transcripts from all previous undergraduate, graduate, and professional study; scores on the GRE or a comparable standardized test; three letters of recommendation; application essays; and a writing sample.

Master of Arts

The MA in history requires 27 hours of course work, including 6 hours of carefully supervised work on a master’s thesis (a work of original research based on primary sources). For the joint JD/MA program, students must be admitted to both the history graduate program and the law school. They can earn the degree in either three and one-half years or three years and two summers of study, completing a total of 106 hours (including double credits of up to nine hours).

Doctor of Philosophy

Students are admitted into the history department’s graduate programs with or without a master’s or professional degree. Students who do not have a master’s degree in history will generally be required to complete that degree in the department before moving on to the PhD; those who have earned graduate or professional degrees closely related to their PhD programs may petition for direct admission to the PhD program. Students who first complete their MA in history at Case Western Reserve must complete an additional 24 hours of course work, pass the qualifying exams required by their program of study, and prepare a PhD dissertation while enrolling in at least 18 hours of supervised dissertation-writing work. Students who have completed their master’s-level work before coming to Case Western Reserve must complete at least 24 hours of course work before taking their qualifying exams and proceeding to their dissertation. All PhD students are required to take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTY 470</td>
<td>Historiography, Method, and Theory</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 476</td>
<td>Seminar in Comparative History</td>
<td>3</td>
</tr>
<tr>
<td>HSTY 479</td>
<td>Historical Research and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Social History and Policy Program (SHP)

The Social History and Policy Program is designed to prepare students for careers either as analysts and administrators of social policy or as teachers and researchers in colleges and universities. The program defines social policy broadly to include not only welfare, family and juvenile matters, aging, health care, and medicine, but also education, urban history, environmental history, cultural policies regarding museums, libraries and similar agencies, and labor. The program recognizes that social policies are made and put into practice by private, nonprofit organizations and through legal institutions as well as through federal, state, and local legislatures and executives.

Entry into the program does not require an MA in history; several students have been admitted with JD, MSW, library science, or other degrees. However, the program often requires students with limited backgrounds in U.S. history to take extra course work.

More tightly structured than the traditional PhD, the Social History and Policy Program requires 18 hours of course work (and possibly additional hours to prepare for examinations); qualifying examinations in U.S. history and in the history of social policy; a cognate field; and a dissertation. The program also includes an option for the student to complete a policy-related internship. In the past, internships have been conducted with the Cleveland Federation for Community Planning, the Interchurch Council of Greater Cleveland, the Bureau of Jewish Education, the Sisters of Charity of St. Augustine, and the Hathaway Brown School.

History of Science, Technology, Environment and Medicine Program (STEM)

The History of Science, Technology, Environment and Medicine Program was established in 1961 as the first in the nation to emphasize the history of technology as well as the history of science. The program’s areas of particular strength include the social and cultural history of technology, both American and European; technology and science policy; the history of the physical sciences since the Renaissance; gender issues in technology and science; the history of medicine; and the history of the environment. The course of study for the PhD includes the MA requirements, written and oral qualifying examinations, and a dissertation. While most graduates of the program teach at colleges or universities, others work in museums or archives or deal with science policy questions.

General PhD Program

In addition to the specialized SHP and STEM programs, the Department of History also offers a general PhD in history, allowing students to specialize in any geographical, temporal, or topical area of history adequately covered by department faculty. In the past, this general program has been largely restricted to students pursuing topics in U.S. history (including American women’s history, African-American history, U.S. cultural history, and the history of social movements), but the gradual expansion of the department now allows us to support PhD work in certain comparative or non-U.S. fields. All prospective graduate applicants are strongly encouraged to examine the research specialties of department faculty before applying to the program.

Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HSTY 100</td>
<td>Introduction to History. 1 Unit.</td>
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</table>

Team-taught by the faculty of the Department of History, under the coordination of the Chair or Director of Undergraduate Studies of the Department, HSTY 100 introduces students to the various theories and methods that underlie historical scholarship, and to the value of historical analysis to disciplines, careers, and professions that American popular culture depicts, wrongly, as being distant from historical understanding. HSTY 100 goes beyond high-school level teaching and analysis contained in Advanced Placement and International Baccalaureate courses to lead students to think about history as an analytical tool to understand every aspect of the lives that our students will lead in the 21st century. Students who successfully complete HSTY 100 will receive recognition of one three-credit course for a 5 on an AP History exam or a 6 or 7 on an IB Higher Level History exam. Prereq: Score of 5 on AP History Exam or Score of 6 or 7 on IB Higher Level History Exam.
HSTY 101. Introduction to Byzantine History, 500-1500. 3 Units.
Development of the Byzantine Empire from the emperor Constantine's conversion to Christianity and founding of the eastern capital at Constantinople to the fall of Constantinople to Turkish forces in 1453. Offered as CLSC 102 and HSTY 102. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 102. Introduction to Byzantine History, 500-1500. 3 Units.
Offered as CLSC 102 and HSTY 102. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 103. Introduction to Medieval History, 500-1500. 3 Units.
Medieval history and civilization from the fall of the Roman Empire to the age of the Renaissance. Interactions between medieval Europe and other Mediterranean and Eurasian cultures. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 104. Introduction to Early Modern European History, 1500-1800. 3 Units.
Europe has not always existed. To find out who created it and when, this course will ask two fundamental questions: First, how did the geographic, linguistic, religious and ethnic characteristics of European identity develop over the course of the sixteenth, seventeenth and eighteenth centuries? Second, how did Europeans in this period influence other parts of the world? Through close readings of memoirs, treatises and chronicles, and discussions of secondary literature, we will explore the political, social, and religious history of Europe from roughly 1500 to 1800. Topics include: exploration and conquest; Protestant and Catholic reforms; witchcraft and popular culture; science and medicine; Enlightenment and Revolution. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 105. Introduction to Modern European History, 1750-present. 3 Units.
The history of Europe from the late eighteenth century to the present. Themes include political upheavals and movements, as well as industrial, social, intellectual, and cultural changes. This course provides a solid foundation for those wishing to take more specialized courses in European history.

HSTY 106. Introduction to US History for International Students. 3 Units.
This course offers an introduction to U.S. history for international and other students who have not studied U.S. history in secondary school. The course will emphasize topics relevant to understanding how change over the past 250 years has shaped the diversity of the people, the development of the economy, and the government and politics, and the international position of the U.S. as they exist today. Students will read a mix of classic short historical documents, quantitative analyses, and interpretations by historians and social scientists. With respect to the peopling of the U.S., the course will consider the native populations of North America and the movements of people from Europe, Africa, Central America, and Asia, as well as the history of movement and interactions of people within the U.S.: the course will pay particular attention to slavery, segregation, and to changes in American households and families. With respect to economic affairs, the course will consider the history of economic growth, the development of business firms and other key economic institutions, and the question of distribution – of changes in wealth and poverty. With respect to government and politics, the course will consider the implications of the U.S. Constitution (including its emphasis on the separation of powers, federalism, "republican" values, private property, and the Bill of Rights) for the powers of the federal and state governments; the course will also consider the development and current roles of political parties in the U.S. With respect to international relations, the course will focus on the long-term expansion in U.S. engagement with the rest of the world, and on current challenges to the U.S. position. These topics attract deep and continuous debate; the aim of the course is to introduce students to the best current knowledge, and the most influential debates, about them.

HSTY 107. Introduction to the Ancient Near East and Egypt. 3 Units.
This is an introduction to the history and culture of the Ancient Near East and Egypt, a land spanning from modern Iraq to Egypt that was home to the earliest known societies in written history. In this course we will learn about the relatively recent discoveries of these ancient civilizations, the first deciphering of their scripts, about the political, social, and cultural history of the peoples who gave rise to the Babylonian, Assyrian, and Egyptian empires and others. Various aspects of the literary/scientific production of these societies will also be discussed, while reflecting upon their cultural heritage. Offered as ANEE 107 and HSTY 107. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 108. Introduction to Early American History. 3 Units.
This course offers an introduction to American history through a thematic survey of colonial British North America and the early United States, from the first permanent English settlements of the early seventeenth century to the onset of the American Civil War. It focuses on (1) the emergence and development of contrasting social systems in the various colonies; (2) the causes and consequences of the American Revolution; and (3) the political, religious, and economic transformations of the period 1790 through 1860. Readings include a mix of primary sources (historical documents) and secondary sources (books and articles written by modern scholars). Students will examine a variety of historical methods and approaches but will particularly explore past social experiences and values through the personal (or autobiographical) writings of individual Americans of varying backgrounds. Particular attention will be paid to the experiences of women and African Americans. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 109. Modern American History Since 1877. 3 Units.
This course provides an introductory survey of American history from the end of Reconstruction through the early 21st century, focusing on politics, foreign relations, the economy, and culture and social life. It is designed not to replicate high school American history courses, but to introduce undergraduates to major themes in how academic historians approach the past, as well as instructing students on how to read, discuss, and write about primary sources. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 110. Introduction to US History for International Students. 3 Units.
This course offers an introduction to U.S. history for international and other students who have not studied U.S. history in secondary school. The course will emphasize topics relevant to understanding how change over the past 250 years has shaped the diversity of the people, the development of the economy, and the government and politics, and the international position of the U.S. as they exist today. Students will read a mix of classic short historical documents, quantitative analyses, and interpretations by historians and social scientists. With respect to the peopling of the U.S., the course will consider the native populations of North America and the movements of people from Europe, Africa, Central America, and Asia, as well as the history of movement and interactions of people within the U.S.: the course will pay particular attention to slavery, segregation, and to changes in American households and families. With respect to economic affairs, the course will consider the history of economic growth, the development of business firms and other key economic institutions, and the question of distribution – of changes in wealth and poverty. With respect to government and politics, the course will consider the implications of the U.S. Constitution (including its emphasis on the separation of powers, federalism, "republican" values, private property, and the Bill of Rights) for the powers of the federal and state governments; the course will also consider the development and current roles of political parties in the U.S. With respect to international relations, the course will focus on the long-term expansion in U.S. engagement with the rest of the world, and on current challenges to the U.S. position. These topics attract deep and continuous debate; the aim of the course is to introduce students to the best current knowledge, and the most influential debates, about them.

HSTY 111. Introduction to American History. 3 Units.
History of the United States from the first settlements to the present. Emphasis on themes such as political and social revolution, slavery and race relations, industrialism, and national cultures.

HSTY 112. Introduction to Modern World History. 3 Units.
The history of the nineteenth and twentieth centuries in global context. Emphasis on the forces that have created or shaped the modern world: industrialization and technological change; political ideas and movements such as nationalism; European imperialism and decolonization; and the interplay of cultural values. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 117. Exploring American History Through Biography. 3 Units.
This discussion and lecture class uses various forms of biography to explore issues of American Identity throughout the course of American history. The class will discuss how certain biographies have created archetypal American identities, and how issues such as race, class, gender, sexuality, religion, and historical context have shaped the writing, reading and purpose of biography. The last third of the class will consider the process of "national memory," the way the United States has decide to remember its past. Here the "biography" is collective, and created by myriad strands of mass culture woven together to create a national mythology. We will explore the works of those striving to pull apart these different strands, and explore what these memories tell us about established national identity. Students will explore biographical process through their assignments, and consider such questions as: How do American biographies influence our understanding of what it means to be American? How does biographical medium affect the message? Can we accept biography as history? This course investigates biography as a constructed genre that comes in a variety of forms, including autobiography, biographical novels, oral histories, and film. Offered as AMST 117 and HSTY 117. Counts for CAS Global & Cultural Diversity Requirement.

Clothing is one of the most visible and accessible means through which we express our identities. Hence, it is hardly surprising that political and social tensions are embedded and embodied in dress. As an expressive medium, clothing and appearance became crucial in the construction of political identities and in serving as a means of control, oppression, as well as protest and resistance. This seminar will examine the links between clothing, sartorial practices and political significance. Special attention will be given to the role of clothes in negotiating and constructing gender, race, class, sexual, and national identities. Readings will address the question of sartorial politics from a historical perspective and will focus on American history and culture from the 18th century to the present. Students may not earn credit for both this course and USSO 290U. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 132. Introduction to Modern East Asia. 3 Units.
HSTY 132 is an introduction to the histories of modern China, Japan, Korea, and Vietnam from the "dawn of the global world" in the 17th century to present. Taken together these regions make up the geographic and cultural unit commonly referred to as "East Asia." Over the course of the term, we will investigate the usefulness of this concept of "East Asia" by examining its origins as well as the sometimes convergent, sometimes divergent relations between this region and the rest of the world. We will also challenge the stereotype of a monolithic and static East Asia and see to develop a critical understanding of the internal and external forces integrating and dividing this region. We will examine how international diplomatic, commercial, military, religious, and cultural relationships shaped the individual countries as well as their relationships with each other and the world. The course sweeps over large regions of time and space. It aims to put the contemporary discussion of globalization into historical perspective by examining the long-lasting interactions of East Asian countries with each other and the rest of the world. These connections were economic, political, cultural, and psychological. Topics include: global silver and trade flows, warfare and military technology, imperial domination and revolutionary resistance, and the role of historical memory, as in Nanking or Hiroshima. Sources include historical documents, pictures, films, and memoirs. As we move through the course material our goal is not to gain total knowledge of modern East Asia, nor of China, Japan, Korea nor Vietnam. Rather, by the end of the term you should be able to identify some of the main organizing themes in modern East Asian history and develop a greater understanding of the construction and nature of historical knowledge itself. Offered as HSTY 132 and ASIA 132. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 133. Introduction to Chinese History and Civilization. 3 Units.
This course explains the continuities and discontinuities in the history of China by stressing the development and distinctive adaptations of cultural, religious, and political patterns from the origins of the Chinese civilization to the present. By focusing on major cultural, socioeconomic, and political issues such as Confucianism, Buddhism, trade relations, imperialism, and intellectual discourse in the overall Asian context (with particular reference to Korea and Japan), we discuss the historical development of China and its situation on entering the 21st century. Taking into account the key historical events in the last century, we examine the emergence of China as a modern nation-state and the fundamental transformation of Chinese society in the postwar period. Offered as ASIA 133 and HSTY 133.

HSTY 135. Introduction to Modern African History. 3 Units.
A general introduction to major themes in modern African history, with an emphasis on the nineteenth and twentieth centuries. Topics include oral tradition and narrative, economic structure and dynamics, religious movements, colonialism, nationalism, and the dilemmas of independent African states. Offered as ETHS 253A and HSTY 135. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 136. Introduction to Latin American History. 3 Units.
This course provides an introduction to the historical and cultural development of Latin America, in an attempt to identify the forces, both internal and external, which shape the social, economic and political realities in present day Latin America. Beginning with its pre-Columbian civilizations, the course moves through the conquest and colonial period of the Americas, the wars of independence and the emergence of nation-states in the nineteenth century, and the issues confronting the region throughout the turbulent twentieth century, such as migration and urbanization, popular protest and revolution, environmental degradation, great power intervention, the drug trade and corruption, and the integration of the region into the global economy. Offered as ETHS 253B and HSTY 136. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 137. Introduction to Modern South Asia. 3 Units.
This course will introduce students to the history of the region that today includes India, Pakistan and Bangladesh. The course will deal with the following themes: global trade between the Indian subcontinent and the West in the 17th century; the rise of the East India Company's dominance over the Indian subcontinent in the 18th century; the transformation of India into a colonial economy; social and religious reform movements of the 19th century; changing modalities of colonial rule after the transfer of governing power from the East India Company to the British Crown-in-Parliament; the emergence and trajectories of elite and popular anti-colonial nationalisms; the struggles of women, low status groups, and other minorities in the region; decolonization; and the partition of the subcontinent. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 138. Radical History in America. 3 Units.
This course examines the radical tradition in America from the time of the American Revolution until the present. Topics will include abolitionism, suffrage, anarchism, socialism, communism, black power, feminism, the New Left, radical environmentalism, and queer liberation. Recommended Preparation: High school American history. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 151. Technology in European Civilization. 3 Units.
The history of technology in ancient Mediterranean, medieval, and modern European society until the First World War. The course introduces students to the relationship between technology and its social, political, and cultural settings, and to the values invested in technology at significant historical moments. There will be visits to local industrial sites, architectural and engineering monuments, and the Cleveland Museum of Art.

HSTY 152. Technology in America. 3 Units.
Origins and significance of technological developments in American history, from the first settlements to the present. Emphasis on the social, cultural, political, and economic significance of technology in American history.

HSTY 157. Women's Histories in South Asia. 3 Units.
This course traces the history of women in South Asia from pre-colonial times to the present. Themes explored in the course will include (but not be limited to): the historical transformations of institutions shaping women's lives such as state, family, religious and legal traditions; the impact of colonialism, nationalism, and decolonization on women, as well as the history of women's movements in various parts of South Asia. As we acquaint ourselves with the vibrant historiography on women in South Asia, we will also examine the theoretical and methodological challenges involved in writing histories using the analytical lens of gender. While a significant portion of the readings will focus on South Asia, we will occasionally bring in insights from histories of women in other parts of the world to help develop comparative perspectives and evaluate the South Asian cases and examples within the broader field of women's history. Offered as HSTY 157 and WGST 257. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 163. Modern Britain and Its Empire. 3 Units.
This lecture and discussion course covers the history of Britain at the height of its political and industrial power and the history of the expanding and contracting British Empire. Britain was a nation of great technological, economic, and military power, but it also experienced extraordinary stresses. Industrialization meant material prosperity for some, but hardship and dehumanization for others. Many questioned how overwhelming poverty and ignorance could be allowed to stand beside such vast affluence. And subjects of the British in India, Ireland, and elsewhere struggled for independence from an empire that claimed to bring freedom, reason, and equality. The British learned to their cost, too, that decolonization often meant being caught in the crossfire of ethnic rivals. This course will explore the many paradoxes of the history of the British at their most dominant. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 193. The Ancient World. 3 Units.
Ancient Western history from the origins of civilization in Mesopotamia to the dissolution of the Roman Empire in the West. Offered as CLSC 193 and HSTY 193. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 201. Science in Western Thought I. 3 Units.
The development of Western thinking about the natural world and our relation to it, as part of culture, from pre-classical civilizations to the age of Newton.

HSTY 202. Science in Western Thought II. 3 Units.
The development of Western thinking about the natural world and our relation to it, as part of culture, from Newton to the modern age. HSTY 201 is not a prerequisite.

HSTY 203. Revolutions in Science. 3 Units.
Historical and philosophical interpretation of some epochal events in development of science. Copernican revolution, Newtonian mechanics, Einstein's relativity physics, quantum mechanics, and evolutionary theory; patterns of scientific growth; structure of scientific "revolutions;" science and "pseudo-science." First half of a year-long sequence. Offered as HSTY 203 and PHIL 203.
HSTY 204. Introduction to the Nonprofit Sector. 3 Units.
The United States has by far the largest and most important "nonprofit sector" in the world, a sector consisting of voluntary non-governmental organizations that provide health care, education and social services as well as arts, religious, and advocacy activities. Using mostly primary sources, this course considers the significance of the nonprofit sector in the U.S., its advantages and disadvantages, its uses for different groups of Americans, and current trends. Students have the option of writing either a standard term paper, or a study of strategic challenges facing a contemporary nonprofit organization. Offered as HSTY 204 and HSTY 404. Counts as SAGES Departmental Seminar.

HSTY 206. Ancient and Medieval Spain: Prehistory to 1492. 3 Units.
This course focuses on the history of the Iberian peninsula from before the Roman conquest from the Iberians, Greek, and Carthaginian settlements, through Roman, Visigothic, and Muslim rule to the conquest of Ferdinand and Isabella of the last non-Christian territory on the peninsula in 1492. The issues of conquest, frontier, cultural diversity, and change, tolerance, and intolerance will be examined. Offered as CLSC 206 and HSTY 206. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 207. Philosophy of Science. 3 Units.
Conceptual, methodological, and epistemological issues about science: concept formation, explanation, prediction, confirmation, theory construction and status of unobservables; metaphysical presuppositions and implications of science; semantics of scientific language; illustrations from special sciences. Second half of a year-long sequence. Offered as HSTY 207 and PHIL 204.

HSTY 208. Social History of Crime. 3 Units.
This course explores the relationship between law and history in American society. It uses social history methodology to suggest new ways of understanding how the law works as a system of power to advance certain interests at the expense of less powerful groups. Emphasis is on issues of pressing concern to America's poor and working class, including the death penalty, abortion, rape, the war on drugs, and the prison industry.

HSTY 210. Colonial America, 1607-1763. 3 Units.
Survey of colonial British North America from the first permanent English settlements to the onset of the Revolutionary era, tracing the development of distinctive societies in the New England, Chesapeake, Delaware Valley, and southern backcountry regions. Topics include the struggles and accomplishments of free African Americans in early Virginia; the divergent experiences and representations of women in early New England, ranging from exemplary Puritan role models to condemned witches and other capital criminals; the rise of large-scale race slavery in the Chesapeake; the radical gender egalitarianism of Quakers in the Delaware Valley; the belligerent libertarianism of Scotch-Irish settlers in the southern backcountry; and the evolving responses of Native Americans to the ongoing Anglo-American invasion. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 211. The Era of the American Revolution, 1763 - 1789. 3 Units.
This is a survey of the Revolutionary period of American history, from the end of the French and Indian War in 1763 to the ratification of the U.S. Constitution in 1789. It begins with some background coverage of the colonial period (1607-1763), but focuses primarily on the underlying causes of the American Revolution, the chain of events leading to the Declaration of Independence, the war with England, postwar conflicts of the 1780s, the Constitutional Convention, and the ratification struggle that followed, with a look forward to the so-called Whiskey Rebellion of 1794. Lectures, readings, and discussions explore the Revolutionary crisis as a complex, multi-racial, transatlantic struggle involving Native Americans, African Americans (enslaved and free), poor whites, wealthy Anglo-American planters and merchants, Scottish traders, and British administrators, as well as multi-racial and multi-national military forces organized on radically opposing principles. The course also examines competing scholarly interpretations of the Revolution as a progressive or retrograde watershed in American gender relations. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 212. U.S. Politics, Culture, and Society, 1790-1860. 3 Units.
This is a survey of U.S. history during the years between the Revolutionary era and the Civil War, exploring the transformation of American politics, religion, and culture, as well as the emergence of distinctive regional economies and social systems in the South, the Midwest, and the Northeast. It focuses especially on the emergence of the social institutions, patterns, and conflicts that still characterize the United States during the early twenty-first century. Lectures, readings, and discussions will also explore race slavery in the South, abolitionism, the social and economic struggles of free African Americans in the North, the gender ideology of domesticity, the changing social and economic status of women, and the emergence of the women's rights movement. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 215. Europe in the 20th Century. 3 Units.
The twentieth century has seen stupendous transformations in the internal structures of European politics, economics, society, and culture and in Europe's place in the world. This course traces Europe's transition from a continent of sovereign nation-states or empires ruled by monarchs with starkly hierarchical social structures, through wars, revolution, dictatorships, destruction, division, and destitution, to a conflicted present. The contradictory combination of peace, freedom, and pluralism combined with cultural critique of the very consumer society that has reduced conflict challenges students' linear notions of historical development. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 216. Vikings and Medieval Scandinavia. 3 Units.
A survey of the history of the Vikings and medieval Scandinavia, covering approximately the eighth to the fifteenth centuries AD. Topics explored include: causes of the "outbreak" and cessation of Viking expeditions, the role of the Vikings as raiders and/or traders in Western Europe, the role of the Vikings in the emerging states of Russia, Iceland and medieval Scandinavian law, the historicity of the saga literature, and Viking descendents—Normans and "Rus." Counts for CAS Global & Cultural Diversity Requirement.
HSTY 218. Jews in Early Modern Europe. 3 Units.
This course surveys the history of Jews in Europe and the wider world from the Spanish expulsion through the French Revolution. Tracking peregrinations out of the Iberian Peninsula to the British Isles, France, Holland, Italy, Germany, Poland-Lithuania, the Ottoman Empire, and the American colonies, it examines the diverse ways Jews organized their communities, interacted with their non-Jewish neighbors, and negotiated their social, economic, and legal status within different states and empires. What role did Jews play and what symbolic place did they occupy during a period of European expansion, technological innovation, artistic experimentation, and religious and political turmoil? What internal and external dynamics affected Jewish experiences in the sixteenth, seventeenth, and eighteenth centuries? Through a selection of inquisitorial transcripts, government records, memoirs, and historical literature, we will explore topics such as persecution, conversion, messianism, toleration, emancipation, and assimilation. Offered as HSTY 218, JDST 218, and ETHS 218. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 219. Berlin in the Tumultuous 20th Century. 3 Units.
The tumultuous but short twentieth century began and ended with a united Germany, with Berlin as its capital. But in between, Berlin, and Berliners, experienced the extremes of the economic, technological, and cultural progress that the century brought, and the devastation, violence, division, and uncertainty that it also brought. This course, taught with Berlin as its laboratory, introduces students to the German tumult of the twentieth century. We will read about historical events and developments, and then visit the places where those events and developments occurred. We will address persistent questions, such as why and how did Hitler come to power; what was life like behind the Berlin wall; why is there a Forever 21 across from the Kaiser-Wilhelm-Memorial Church; how does one come to grips with a history like Germany’s in the twentieth century; and what has life been like for ordinary Berliner/innen. Students are welcome to take this course before they have any background or acquaintance with the German language, although the instructor expects students to be able to navigate independently in Berlin after he provides them with an introduction. German proficiency will enrich the student’s experience in Berlin, and the instructor hopes that some of the students who enroll will already be pursuing the study of the German language. The instructor further hopes that students who have never before studies German language will be inspired to begin to learn German after they return to Case Western Reserve. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 220. The Early Modern Mediterranean. 3 Units.
For centuries before Columbus crossed the Atlantic Ocean, travelers and traders, pirates and pilgrims, mercenaries and missionaries explored the contours of the Mediterranean Sea—and engaged in commerce, as well as religious, economic and military competition. If religion and ethnicity divided Muslims, Christians and Jews from Algiers to Athens, did shared geography, foodstuffs, and cultural values bind them together? This course examines the unity and diversity of this maritime region by considering the peoples, beliefs, commodities and diseases that circulated through it during the sixteenth, seventeenth, and eighteenth centuries. Does the early modern Mediterranean showcase a clash of civilizations or provide an enduring model for coexistence? Topics include merchant culture, diplomacy, honor and shame, slavery and colonization. Offered as ETHS 220 and HSTY 220. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 222. Becoming Ken Burns: An introduction to Public History. 3 Units.
This course focuses on the practice of public (applied) history in the United States. Its purpose is to familiarize students with the background (historical and contemporary) of the manners in which history is taught and used outside of the school or college classroom as well to familiarize them with potential careers in public history, including museum work; editing; documentary film production; and the growing business of "history for hire." This overview will be complemented by an examination of a number of major issues in public history including the debate as to whether it can be as authoritative and insightful as academic scholarship, and the potential influences of the marketplace and politics on the topical focus and accuracy of public history "products." The course combines lecture and seminar-style classroom sessions with a variety of assigned readings, site visits, and an examination of public history products ranging from documentaries to monuments and recreated historical "landscapes" in order to provide students with a theoretical and "actual" introduction to the field. All assignments and examinations will be structured as essays based upon readings, lectures, discussion, site visits, and independent research conducted by the student.

HSTY 225. Evolution. 3 Units.
Multidisciplinary study of the course and processes of organic evolution provides a broad understanding of the evolution of structural and functional diversity, the relationships among organisms and their environments, and the phylogenetic relationships among major groups of organisms. Topics include the genetic basis of micro- and macro- evolutionary change, the concept of adaptation, natural selection, population dynamics, theories of species formation, principles of phylogenetic inference, biogeography, evolutionary rates, evolutionary convergence, homology, Darwinian medicine, and conceptual and philosophic issues in evolutionary theory. Offered as ANTH 225, BIOL 225, EEPS 225, HSTY 225, and PHIL 225.

HSTY 229. Asian Christianity: Historical Perspectives. 3 Units.
The history of Christianity in Asia is as old as the history of Christianity itself. But while much has been told about Christianity as it grew from an obscure Jewish sect to mighty Western Christendom, not enough attention has been given to the Christianity which spread eastwards to Asia in the first millennium of the Christian era. This course seeks to correct the imbalance by introducing students to a historical exploration of the eastward movement of Christianity from Jerusalem to different parts of Asia. Topics include the Assyrian Church of the East in Persia, India and China, European Catholic and Protestant colonial missions in the age of European imperialism, and the Jesuit missions to Japan and China. By the end of the semester, students should have a good grasp of the historical encounter of Christianity with the political, social, cultural and religious realities of Asia. Its dialogue and confrontation with these realities and the forces that led to its growth and decline. Offered as HSTY 229 and RLGN 229. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 231. Athens to Alexandria: The World of Ancient Greece. 3 Units.
This course constitutes the first half of a year-long sequence on classical civilization. It examines the enduring significance of the Greeks studied through their history, literature, art, and philosophy. Lectures and discussion. (For the second course in the sequence, see CLSC 232 and HSTY 232.) Offered as CLSC 231 and HSTY 231. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 232. Gods and Gladiators: The World of Ancient Rome. 3 Units.
The enduring significance of the Romans studied through their history, literature, art, and philosophy. Lectures and discussion. Offered as CLSC 232 and HSTY 232. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 234. France and Islam. 3 Units.
This seminar examines French encounters with the Muslim world from the Middle Ages to the present. Over the last millennium, France has viewed Saracens, Moriscos, Turks, Berbers, and Arabs with admiration and fear, disdain and incomprehension. Between the eleventh and thirteenth centuries, French soldiers battled in the Holy Land; for several hundred years after that, France and the Ottoman Empire exchanged diplomats, traders and slaves. The colonial occupation of Algeria that began in 1830 ended violently in 1962. By then, the empire that struck back had also come home through large waves of immigration. Today, the social and economic status, religious affiliation, political significance and cultural impact of French citizens of North African descent are the subject of burning national debate. Taking a long view on Franco-Muslim relations, the course will explore such topics as the Crusades, Mediterranean piracy and captivity, Napoleon’s Egyptian campaign, the Algerian War of Independence, the “veil affair” riots in the suburbs of Paris and World Cup soccer. Offered as ETHS 234 and HSTY 234. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 235. Pirates in the Early Modern World. 3 Units.
From the Caribbean to Somalia, pirates have captivated the American imagination. Beyond examining images of heroic outlaws and bloodthirsty criminals in popular culture and current affairs, this course investigates maritime predators of the early modern period (16th-18th centuries). With a focus on the Mediterranean and the Atlantic—and forays into the Indian Ocean, the Red Sea and elsewhere—it considers the motivations and strategies of sea robbers and the responses of states. What, it asks, can Barbary corsairs, Dutch免费booters, Spanish “sea dogs,” and Catholic privateers, teach us about social rebellion, religious conflict, economic development, political authority, legal norms, naval power and imperial expansion? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 236. World War I: Crucible of the 20th Century. 3 Units.
World War I changed everything about Europe and ushered in a changed century of tumult, war, and division. The European experience of the regeneration of the economy and daily life, the impact of new technology on warfare, and the very personal suffering of separation and loss changed how those on that continent viewed their countries and their world. The war affected everything from gender relations to class relations to religious and ethnic relations and laid the foundation for even more disruption ahead. Its legacy reaches our day and colors our own views of what is normal and what is possible. This course will explore those multiple and manifold legacies of this founding experience of modernity. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 237. WWII from the British Empire Perspective. 3 Units.
This lecture and discussion course gives students the opportunity to learn about the Second World War from the perspective of the British and their soldiery from around the globe. Many might come to the course with images of the American “Bands of Brothers” fighting across France in 1944. But that was the end of the war. In the beginning, it fell to the British leadership (famously embodied by Winston Churchill), British people, and to an extraordinary extent the Indian Army to withstand a pummeling at the hands of the Axis powers long enough for America to join the conflict. The course will examine those in Britain who might have preferred a move towards Fascism in the late 1930s. It will investigate why imperial subjects who lacked democracy in their own lands fought for the British in the name of democracy against totalitarianism. And it will scrutinize those in the Empire who instead sided with the Axis. In sum, students will have an opportunity to learn what led to those many moments of choice and chance that led to Allied victory and the defeat of Fascism. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 240. Shopping for Change: Consumer Culture and Social Movements in America. 3 Units.
Consumption has been central to American political, economic, and social life. Americans have engaged in individual and collective action as consumers to fight corporate malfeasance, to influence legislators, and to assert consumers’ rights. Yet being a consumer is also a political practice, and forms of consumer activism have been central to some of the most important struggles for social justice, political rights, and freedom in America. This seminar examines the connections between consumption and politics by looking at the role that consumer identities and activism played in various social movements throughout the twentieth century, from the Kosher Meat Boycott of 1902 to the present. By reading primary and secondary sources, we will examine how consumption was a means to challenge gender, race, and class barriers, to claim equality and citizenship, and to fight social injustice. However, in looking at these struggles over access, control, and rights, we will also examine how the focus on consumption was used to co-opt subversive political messages and to contain radicalism.

HSTY 241. Inventing Public Health. 3 Units.
The core principle of this course is that public health is a concept that was formed in different ways at different times in different places. It had no existence as we know it before the nineteenth century, but course participants will learn how it grew out of an ancient tradition of the political elite’s concern that its subjects were a threat to them and the stability of the realm. Course participants will discover how, in the nineteenth century, it became a professional practice as we know it and realized advances in human health, longevity, and security perhaps greater than any made since. At the same time, the course will also cover how many of the assumptions of those that inaugurated public health were completely alien to present-day practitioners—even though in many ways it is a practice that helped inaugurate the modern world so familiar to us. Course participants will learn about the close relationship between public health agencies and agendas and various kinds of social authority: political power, moral influence, colonial power, and others. Ultimately, the aim of the course is to show participants that even though public health seems a supremely common sense practice, it had a highly contested birth and early life that was anything but natural or pre-ordained. That complicated birth continues to shape public health to this day. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 243. The Age of Prozac: Social and Cultural Aspects of Depression. 3 Units.
Although often experienced as an intensely individual, private, and painfully isolated affliction, depression has profound social and cultural dimensions. This course will neglect neither biological (neurochemical or genetic) perspectives, nor personal or psychological aspects, but will emphasize perspectives derived from history, anthropology, and sociology. While there may be tangential attention to bi-polar disorder (“manic depression”), the emphasis will be on unipolar depression. The course will conclude with an in-depth exploration of the rise of pharmaceutical treatments.

HSTY 248. Digital History Internship with the Encyclopedia of Cleveland History. 3 Units.
This directed digital history internship focuses on familiarizing students with the evolving nature of on-line, vetted historical resources, most particularly encyclopedias and other multi-authored datasets, and providing experience in expanding and maintaining a major web-based historical resource. Students will work with the editor (the instructor for the course) and the graduate student associate editors of the on-line edition of the Encyclopedia of Cleveland History (https://case.edu/ech/) in creating new content for the on-line edition of the Encyclopedia and in modifying and enhancing its website, as well as assisting with the management of its social media components. The Encyclopedia of Cleveland History was the first urban encyclopedia on the Web, and today its site averages over 800,000 “hits” per month. Work on the Encyclopedia will be complemented by weekly assigned readings relating to the evolution of digitally-based historical works and more generally to the issues of professional authority and veracity that have come to complicate historical discourse on the Web. These readings will serve as the basis for a seminar-style weekly meeting and for a topically focused research paper due at the end of the semester. The internship itself will require students to research and write at least ten new short entries for inclusion in the Encyclopedia; to assist the staff in preparing social media announcements; and to engage as needed in modifying the website.

HSTY 249. The Global Middle Ages: From Paris to Baghdad. 3 Units.
This reading-intensive course will explore the ways in which medieval thought was manifested in Christian and Islamic art, and discuss parallels, divergences, and convergences between the two visual cultures. Topics will include, but will not be limited to, medieval attitudes towards the body as manifested in illuminated manuscripts; art as a tool for religion and a vehicle for devotion, illustrations in herbas and medical books; advances in architecture; literary themes translated into visual art; art created by and for women, and the image as an instrument for political thought and propaganda. While Christian and Islamic visual cultures are traditionally studied separately, this course will examine medieval culture as a whole, thereby providing the students with a distinctive educational experience. Offered as ARTH 249 and HSTY 249. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 250. Issues and Methods in History. 3 Units.
A methodological introduction to historical research. Students use a variety of approaches to interpret and study historical problems. Specific topics and instructors normally vary from year to year.

HSTY 252A. Introduction to African-American Studies. 3 Units.
This course is designed to introduce students to the study of Black History, cultures, economics, and politics. Students will learn about the development of the field by exploring theoretical questions, methodological approaches, and major themes that have shaped the study of black people, primarily in the U.S. context. This is a seminar-style, discussion-based course that emphasizes critical analysis and expository writing. Offered as ETHS 252A and HSTY 252A. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 254. The Holocaust. 3 Units.
This class seeks to answer fundamental questions about the Holocaust: the German-led organized mass murder of nearly six million Jews and millions of other ethnic and religious minorities. It will investigate the origins and development of racism in modern European society, the manifestations of that racism, and responses to persecution. An additional focus of the course will be comparisons between different groups, different countries, and different phases during the Nazi era. Offered as HSTY 254, RLGN 254, ETHS 254, and JDST 254. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 255. Economic History of the United States. 3 Units.
The growth of the American economy from the colonial period to the present. Competing explanations of economic growth; significant attention to the political and legal environment in which the U.S. economy developed; “lessons” of past experience for contemporary policy; some attention to inequality and the changing distribution of wealth and income. Offered as ECON 255 and HSTY 255.

HSTY 256. American Political History. 3 Units.
From the origins of American politics in the colonial period to the present. The Revolution and Constitutional debate; presidential politics and leadership; voters and voting patterns; Congress and the courts. Emphasis both on the ideas that animated American politics and on the relation of politics to society.

HSTY 257. Immigrants in America. 3 Units.
Immigration to America has constantly reshaped the way the nation views itself. This course examines the overall history of immigration to the United States, but places that movement within a global context. It also pays particular attention to the roles that policy and technology have played in controlling or defining immigration to America. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 258. History of Southern Africa. 3 Units.
A survey of southern Africa from about 1600. Topics include the social structure of pre-colonial African societies, the beginnings of European settlement, the rise of Shaka, the discovery of minerals and the development of industry, Zimbabwe’s guerrilla war and independence, and the rise and apparent demise of apartheid. Offered as ETHS 258 and HSTY 258. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 259. Introduction to Latina/o Studies. 3 Units.
Interdisciplinary introduction to the basis for a Latina/o ethnicity through an exploration of commonalities and differences in the peoples of Latin American and Caribbean origin within the continental United States. Topics include methodological and theoretical formulations central to the field (e.g., racial, gender, and sexual formations, modes and relations of production and class, nation and transnation), history and contemporary issues of identity, family, community, immigration, and the potential for a pan-ethnic identity. Discussions will focus on major demographic, social, economic and political trends: historical roots of Latinas/os in the U.S.; the evolution of Latina/o ethnicity and identity; immigration and the formation of Latina/o communities; schooling and language usage; tendencies and determinants of socioeconomic and labor force status; discrimination, segregation and bias in contemporary America; racial and gender relations; and political behavior among Latinas/os. Offered as: ETHS 252B and HSTY 259. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 260. U.S. Slavery and Emancipation. 3 Units.
 Begins with the African encounter with Europeans during the emergence of the modern slave trade. Students are introduced to the documents and secondary literature on the creation and maintenance of slavery, first in colonial America, and then in the United States. The course concludes with the destruction of slavery. Offered as ETHS 260 and HSTY 260. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 261. African-American History 1865-1945. 3 Units.
Explores the fashioning of a modern African-American culture between emancipation and the end of World War II. Emergence of a northern-based leadership, the challenge of segregation, emergence of bourgeois culture, the fashioning of racial consciousness and black nationalism, the shift from a primarily southern and rural population to one increasingly northern and urban, the creation and contours of a modern African-American culture, the construction of racial/gender and racial/class consciousness. Offered as ETHS 261 and HSTY 261. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 262. African-American History Since 1945. 3 Units.
Completes the three-term sequence of the African-American history survey (although the first two courses are not prerequisites for this course). Explores some of the key events and developments shaping African-American social, political, and cultural history since 1945. Offered as HSTY 262 and ETHS 262. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 266. Introduction to Asian American History. 3 Units.
This course provides an introduction to the history of Asians in the United States from the mid-19th century to the beginning of the 21st century. Through lectures, readings, films, and discussions, we will examine the continuities and changes in the experience of Asian Americans through three chronological periods: the first wave of immigration (mid-19th century to 1934), the period of exclusion and international conflict (mid-20th century), and the second wave of immigration (post-1965). Key events covered include the passage of the Chinese Exclusion Act, the Philippine War, Japanese internment and World War II, the Asian American Movement, the murder of Vincent Chin, and labor organizing. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 270. Introduction to Gender Studies. 3 Units.
This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major. Offered as ENGL 270, HSTY 270, PHIL 270, RLGN 270, SOCI 201, and WGST 201. Counts for CAS Global & Cultural Diversity Requirement. Prereq: ENGL 150 or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSST, FSTS, or FSCS.

HSTY 272. Sports in America: From Play to Profit. 3 Units.
This course reviews the history of sports in America from the colonial period to the present. It gives particular attention to the evolution of sports as a major business and to the roles of gender, ethnicity, and race in the history of America sport, as well as to the emergence of sport as a major defining characteristic of America life and society. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 278. Nineteenth-Century Europe. 3 Units.
This course examines the history of Europe during the so-called long nineteenth century, lasting from the French Revolution, which signaled the end of the Old Order, through World War I, which led to the end of the European primacy in the world. Major themes include decline of aristocratic hegemony, the emergence of new ideologies (especially nationalism, liberalim, and socialism), the rise of the bourgeoisie, culture in Europe's golden age, and increasing national rivalry and competition. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 280. History of Modern Mexico. 3 Units.
This course explores the major issues that have influenced the formation of modern Mexico. This class is organized around three major themes. First, we will examine Mexican identity formation and its political implications. Second, we will assess Mexican life in relation to the development of the Mexican economy. Finally, we will survey how elite and popular forms of violence have affected Mexican society. Throughout the course, we will discuss the significance of the colonial heritage, regional distinctions, racial and gender stratification, and the creation and reconfiguration of various types of borders. Offered as HSTY 280 and ETHS 280. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 288. Imperial China: The Great Qing. 3 Units.
This course is an introduction to the history of Imperial China, from the fall of the Ming Dynasty in 1644 to the creation of the Chinese republic in 1912. We will explore the major historical transformations (political, economic, social, and cultural) of the last imperial dynasty, the Qing (1644-1911), and develop an understanding of the major social, political, economic, and intellectual cultural forces shaping the formation of modern China. Contrary to commonly-held ideas in both West and in China that traditional Chinese society was timeless or stagnant, historians now see dramatic and significant changes during this period--the economy, to gender relations, to religion, and to many other aspects of life. This course surveys the social, political, economic, and cultural history of this era, with emphasis on recent research. The main goals of the course will be to acquaint students with the key changes and to show the interplay between economic, social, and cultural changes on the one hand and political developments on the other. By the end of the semester you should have a good sense of how Chinese society was transformed over the course of the 17th through early 20th centuries. The topics we will discuss include urbanization and commerce; gender, family and kinship; education and the examination system; opium and free trade, and ethnicity and nationalism. Offered as ASIA 288 and HSTY 288. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 289. Reform, Revolution, Repubs: China 1895 to Present. 3 Units.
Completes a two-term sequence of the Chinese history survey, although HSTY 288 is not a prerequisite for this course. Beginning with the First Sino-Japanese War (1895), we review the historical development of intellectual discourse, public reaction, and political protest in later Imperial China through the creation of the People's Republic in 1949 forward to contemporary times. In contrast to the conventional description of China from a Western point of view, this course tries to explain the emergence of modern China in the context of its intellectual, political, and socio-economic transformation as experienced by Chinese in the late 19th and into the 20th century. By discussing the influence of the West, domestic rebellions, and political radicalism, we examine how the Chinese state and society interacted in search for modernization and reforms, how these reforms were continued during the Republican period, and to what extent historical patterns can be identified in China's present-day development. Offered as ASIA 289 and HSTY 289. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 292. Energy and Environment in American History 1750-2010. 3 Units.
This course uses the prism of energy to examine the history of the United States from the colonial period to the present. We will consider how energy has affected, and is affected by, American society, culture, science and technology, politics, diplomacy, and the environment. Four broad, thematic questions will recur throughout the semester. First, how has increasing energy use transformed American social life, the economy, and politics? Second, what are the relationships between energy consumption and environmental change? Third, what are the relationships between scientific discoveries, technological innovation and social change? And finally, how did the United States grow to be the largest consumer of energy in the history of the world? Addressing these questions will reveal the fundamental ways in which energy has shaped American history.

HSTY 293. History of Drugs. 3 Units.
This course will survey the rise and political, social, and cultural effects of drugs in modern societies with an emphasis on the late 19th and 20th century United States. First we will examine the global emergence and popularization of drugs as part of what David Courtwright has coined the "psychoactive revolution." Then, we will narrow this broad lens by shifting our gaze to narcotics in the expanding U.S. nation. Specifically, we will examine the shifting demographics, nature of, and debates regarding narcotic consumption, regulation, and policy--and how these disparately affect and shape the lives of diverse populations. Finally, we will explore the human toll of narcotics in post-World War II culture and cities. Counts as SAGES Departmental Seminar.

HSTY 299. Topics in History. 3 Units.
Subject matter will vary with instructor but will focus on some particular topic or historical approach. Course description available from departmental office.

HSTY 302. Ancient Greece: Archaic, Classical, and Hellenistic Periods. 3 Units.
The rise of Hellenic thought and institutions from the eighth to the third centuries B.C., the rise of the polis, the evolution of democracy at Athens, the crises of the Persian and Peloponnesian Wars, fifth-century historiography, the growth of individualism, and the revival of monarchy in the Hellenistic period. Offered as CLSC 302 and HSTY 302. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 303. History of the Early Church: First Through Fourth Centuries. 3 Units.
Explores the development of the diverse traditions of Christianity in the Roman Empire from the first through the fourth centuries C.E. A variety of New Testament and extra-Biblical sources are examined in translation. Emphasis is placed on the place of Christianity in the larger Roman society, and the variety of early Christian ideals of salvation, the Church, and Church leadership. Offered as HSTY 303 and RLGN 373. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 304. Ancient Rome: Republic and Empire. 3 Units.
Growth and development of the Roman state from the unification of Italy in the early third century B.C. to the establishment of the oriental despotism under Diocletian and Constantine. The growth of empire in the Punic Wars, the uncertain steps toward an eastern hegemony, the crisis in the Republic from the Gracchi to Caesar, the new regime of Augustus, the transformation of the leadership class in the early Empire, and the increasing dominance of the military over the civil structure. Offered as CLSC 304 and HSTY 304. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 306. History of Museums: Theory and Reality. 3 Units.
This course is an intensive summer internship (10 hours per week) at the Western Reserve Historical Society, complemented by extensive readings in museum/archival theory and public historical perception. It is designed both to introduce students to museum/archival work and to compare theoretical concepts with actual museum situations. Interns will be assigned a specific project within one of the Society's curatorial or administrative divisions, but will have the opportunity to work on ancillary tasks throughout the Historical Society's headquarters in University Circle. Offered as HSTY 306 and HSTY 406.

HSTY 307. Development of Chemistry and Chemical Engineering. 3 Units.
The development of chemical ideas; theories of matter, composition, structure, and reaction; the application of chemistry and chemical theory from antiquity to the 20th century; all considered in social context. Recommended preparation: One year of college chemistry. Offered as HSTY 307 and HSTY 407.

HSTY 308. Body, Health and Medicine in Chinese Religions: Historical and Contemporary Perspectives. 3 Units.
This course critically evaluates the history and development of traditional Chinese approaches to health and medicine in the context of Chinese religious, philosophical, and socio-cultural history. It examines the constructions of the body in Chinese religious and philosophical thought across different historical periods and evaluates their significance and implications for understanding Chinese approaches to health and medicine. It discusses the conceptions of "health" and "good health" in ancient China, the distinction between "healing" and "curing," the development of the complementary yin-yang and five phases (wuxing) theories, understandings of nature (xing) and body (ti), the concept of qi as life force, and various microcosm-macrocosm analogies that emerged from Chinese religious and philosophical traditions. It explores how these religious and philosophical frameworks, beginning with the Daoist classic, Basic Questions in the Inner Classic of the Yellow Emperor (Huangdi Neijing Suwen) have evolved to undergird the development of diet, acupuncture, moxibustion, meditation, and various alchemical practices within Chinese holistic conceptions of health and practices of Traditional Chinese Medicine. Offered as RLGN 307, RLGN 407, CHIN 307, HSTY 308, and ETHS 307. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 309. Reformation Europe, 1500-1650. 3 Units.
Origins and development of Protestantism, the Catholic Counter-Reformation, and the interaction between secular power and religious identity in Christian Europe. Offered as HSTY 309 and RLGN 374. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 310. The French Revolutionary Era. 3 Units.
Causes, progress, and results of the internal transformation of France from 1789 to 1815; impact of revolutionary ideas on other European and non-European societies.

HSTY 311. Seminar: Modern American Historiography. 3 Units.
This seminar examines the approaches that professional historians of the United States have taken to the writing of American history in the past fifty years, with emphasis on changes in historical concerns, master debates among historians, and contemporary interests. Topics covered include national politics and government, economic development, social history, the history of ethnicity, race, and gender, and foreign policy and international relations. Each student will read widely and will prepare a series of reports on selected books and authors. Offered as HSTY 311 and HSTY 411.

HSTY 315. Heresy and Dissidence in the Middle Ages. 3 Units.
Survey of heretical individuals and groups in Western Europe from 500 - 1500 A.D., focusing on popular rather than academic heresies. The development of intolerance in medieval society and the problems of doing history from hostile sources will also be explored. Offered as HSTY 315 and RLGN 315. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 318. History of Black Women in the U.S.. 3 Units.
Chronologically arranged around specific issues in black women's history organizations, participation in community and political movements, labor experiences, and expressive culture. The course will use a variety of materials, including autobiography, literature, music, and film. Offered as ETHS 318, HSTY 318, and WGST 318.

HSTY 319. The Crusades. 3 Units.
This course is a survey of the history of the idea of “crusade,” the expeditions of Western Europeans to the East known as crusades, the Muslim and Eastern Christian cultures against which these movements were directed, as well as the culture of the Latin East and other consequences of these crusades. Offered as HSTY 319 and RLGN 319. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 320. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 321. The Archaeology of Iron Age Italy and Sicily, ca. 1000-300 BCE. 3 Units.
This course traces the early history and archaeology of the Italian peninsula and Sicily from ca. 1000 BCE to 300 BCE. During this period, the movement of people brought with a transfer of people, ideas, and culture (both social and material) that would transform the population and landscape of ancient Italy and Sicily. We will look first at Southern Italy and Sicily, where, from about 750 BCE, Greek and Phoenician colonists settled. We will examine the characteristics of Greek and Phoenician colonies and monuments, as well as the characteristics of the interactions between the new arrivals and the indigenous population, especially the Sikels. We will then examine how the Villanovan culture was supplanted by the Etruscans in west-central Italy. Through the close examination of the material culture we will address topics such as status, urbanization, religion and ritual, and the cultures of Italy and Sicily within the wider Mediterranean world. Finally, we will look at another movement of people and politics: the expansion of Roman hegemony throughout the peninsula. Numerous theories attempt to explain the effect Roman occupation had on the other populations. We will analyze critically these theories and look for ourselves on the numerous ways indigenous populations could respond to "foreign" occupiers and how the occupiers responded to the indigenes. We will "read" material culture almost like text, guided by concepts such as "style," "agency" and "habitus" among others. Through these lenses we will examine the archaeological material from multiple points of view (social, economic, religious, political). In turn, recent theoretical advances that seek to explain the processes of accommodation and emulation of, and resistance to, outside cultural influences will be looked at with a critical eye so that we can come away with fresh ideas about understanding what, and who, culture really is. Offered as CLSC 321 and HSTY 321. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 325. War and Peace in Medieval Europe. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 331. The Early Modern Agricultural Revolution. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 340. The European Experience of Jewish Life, 1400-1900. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 345. The African Diaspora. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examined the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 322. Christianity in China. 3 Units.
This course critically evaluates Christianity’s long history in China, beginning with the “Luminous Religion” (Jingjiao) that was propagated by Assyrian Christian missionaries in Tang China (7th century CE), the missionary endeavors of Catholic and Protestant foreign missionaries and mission societies, the rise of indigenous Chinese Christianities that sought independence from foreign missionaries, the impact of communist rule and the Cultural Revolution, and current developments involving both the official government-approved churches (i.e., the Three Self Patriotic Movement and the Chinese Patriotic Catholic Association) on the one hand, and the house church movement (jiating jiaohui) on the other hand. Students will critically discuss and analyze the historical dimensions of Christianity’s presence in China and engagement with various social, cultural, political, philosophical, and religious aspects of Chinese society, past and present, and consider the implications of emergent forms of contemporary indigenous Chinese Christian movements for the future of Chinese Christianity. Offered as RLGN 316, RLGN 416, HSTY 322, CHIN 316 and ETHS 326. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 324. Issues in Indian and Southeast Asian Art. 3 Units.
This course covers topics in the history of India and neighboring regions with emphasis on connections with works in the Cleveland Museum of Art. Offerings include The Buddha Image, Murals and Manuscripts, The Hindu Temple, Krishna in Art and Literature, and the History of Mughal Painting. Lectures, discussions, and reports. Offered as ARTH 342, ARTH 442, and HSTY 324. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 326. The Holocaust and the Arts. 3 Units.
This course explores artistic output during the Holocaust, as well as responses to the Holocaust in various forms, including music, art, architecture, film, and literature. Offered as MUHI 326, JDST 326, HSTY 326 and RLGN 326 Counts for CAS Global & Cultural Diversity Requirement.

HSTY 327. Comparative Environmental History. 3 Units.
Environmental history is the study of how humans have influenced the environments around them and how the environment itself has influenced the course of human societies. This course provides students with the skill to identify and analyze these interactions. It introduces course participants to the main themes of environmental history literature and the driving questions guiding environmental history research by examining case studies drawn around the globe, including Pre-Columbian America, Medieval Japan, Colonial Africa, and Modern Germany. This course will help course participants recognize the important patterns and developments that have led to present day human-environmental relationships. Offered as HSTY 327 and HSTY 427. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 328. Comparative Perspectives on Museum and Archive History and Practice. 3 Units.
Comparative Perspectives on Archives and Museum History and Practice is a distance learning based course shared with students at Bilkent University in Ankara, Turkey. The course focuses on a comparison of the history and development of archives and museums in the United States and in late Ottoman and Republican Turkey. Topics considered include the "ownership" of culture; state vs. private control of heritage; marketing of museums; and the impact of evolving technologies on the presentation and preservation of culture. Students work together via a shared, live lecture format. In addition to the instructor, museum and archive professionals from both the US and Turkey provide lectures and lead discussions during the semester. The primary intellectual product of the course is a final paper/project which compares the history, operational structure, and mission of a museum/archive in the US with a similar institution in Turkey. The paper/project is created by collaborative effort between a student at CWRU and one at Bilkent. Provided grant funding is available, the course may involve exchange visits to Turkey and the US. Offered as HSTY 328 and HSTY 428. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 329. Museums and Globalization. 3 Units.
Museums are everywhere contested spaces today. Historically designed as symbols of power, centers for research, agents of public education and community formation in Western industrial societies, they have become sites of development and cultural controversy on a global scale. From Cleveland and Paris to Nairobi and Dubai museums figure in urban redevelopment, national identity formation, conflicts between religion and science, and global tourism. Questions we will consider in this course: what are the fundamental features of museums as institutions? what ties have linked them to wider national and international communities of academics, NGO’s and business? to political, economic and social concerns? how do museums in Asia, Africa, the Middle East, and Latin America figure in the current international contention over heritage rights? This is an innovative course allowing students to collaborate on projects, engage with guest lecturers and access museums across the globe. The course is organized in three parts: Part I: National Identity Building and Museums; Part II: Museums and Identity Politics; Part III: Museums and Global Development. Offered as HSTY 329, ARTH 301, HSTY 429, and ARTH 401. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 332. European International Relations 1789-1945. 3 Units.
Provides a broad interpretation of the development of the international system in Europe between the French Revolution of 1789 and the end of the European era in 1945. It explains why and how the closed European state system at the beginning of the nineteenth century evolved into an international transcontinental system by the early twentieth century. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 333. Reading Capital: Political Economy in the Age of Modern Industry. 3 Units.
Since its first publication in German in 1867, and its appearance in English in 1886, Karl Marx’s Capital: A Critique of Political Economy, Volume I, has occupied a seminal position in European thought. Beginning with the presumptions of classical liberal political economy, Marx employed his technique of the materialist dialectic to unmask, in his view, the contradictions and structural limitations that the capitalist mode of production imposed upon capitalists and proletarians alike. Much mentioned, but seldom read, Volume I of Capital remains a crucial window into understanding the intellectual, economic, social, and cultural currents of the 19th century, and its impact extends into the 21st. This course consists of a close, directed reading of the entire text of this volume, combined with discussion, research, and coordinated exploration, so that students can bring this powerful critique to bear on their reading of history and economics in the modern era. Offered as HSTY 333 and HSTY 433. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 334. History of 19th Century Germany. 3 Units.
Examines the political, social, economic, and cultural history of Germany from the late eighteenth century to 1914. Explores the intellectual and social background to the rise of German liberalism and nationalism, the struggle with bureaucratic absolutism, the revolutions of 1848, industrial capitalism and the emergence of a class society, unification under Bismarck, the role of the state, culture, religion, and changes of mentality, the development of mass politics, and the coming of World War I. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 335. History of 20th Century Germany. 3 Units.
Examines the tumultuous history of Germany from 1914 to the unification of the two Germanys in 1989-1990. From the totalizing and traumatic experience of World War I, through a failed revolution, the republican experiment of Weimar, the National Socialist dictatorship under Hitler and the divided Germany suspended between the超级powers, to the newly unified democratic Federal Republic. Examines the ways in which Germans have tried to reconcile the state to their society, economy, and individual lives. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women’s medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 338. History of the American West. 3 Units.
The U.S. West has meant many things throughout American history—early explorers called it the Great American Desert, railroad boosters lured settlers to it by promising to make the arid land bloom into an agricultural Eden, urban immigrants looked to its limitless stretches of land as an escape from industrial labor, children read dime novels that glorified its heroes, and millions of tourists celebrate its raw beauty by visiting Yellowstone, Yosemite, and the Grand Canyon. The West has also been home diverse native societies for thousands of years, Asian immigrants who viewed it as an eastern frontier, women who struggled to feed their children in an arid land, and Latin Americans, whose ancestors often preceded the entry of White Americans. This course introduces students to the themes, questions, and debates central to the study of the American west by drawing in primary source material and scholarly interpretations. The goal of this course is to provide students with an understanding of the human history of the American west and the ability to express that history in clear, passionate writing and in-class discussion. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 339. The Origins of the Arab-Israeli Conflict, 1900-1948. 3 Units.
The British Empire took control of Palestine after driving the Germans and Turks from the region near the end of World War I. From that moment on, the British had an increasingly difficult time administering the region. Jewish colonists had already been settling in the land for decades, and with their takeover, the British gave them and other Zionists reason to believe that the Empire would facilitate Jewish efforts. At the same time, the indigenous Arabs of Palestine appealed to the British to protect their very birthright, to keep their country from passing into someone else’s hands. The British gave Arabs, too, reason to believe that they would recognize and defend their claims. In the few decades that the British Mandate governed Palestine it oversaw riots, revolution, and terrorist bombings. When it withdrew from Palestine, its legacy was a brutal war between Arabs and Jews; and the legacy of that war holds an iron grip on the course of world history to this day. Had the British Empire not been in Palestine, and not made the fateful decisions that it did, there would be no Israel and no Arab-Israeli conflict as we know them. Course materials include histories of Zionism, pre-Zionist Palestine, the British Mandate years, the British Empire in other Arab lands, and the 1948 war and aftermath. Primary sources from the perspective British officials on the ground in Palestine receive much attention. The histories of engineering and agriculture are highlighted alongside traditional social and political perspectives. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 340. A History of Workers in the United States. 3 Units.
This course examines the experience of working people in the United States with an emphasis on twentieth-century social movements. It explores the lives of the women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have created or helped sustain national social movements in an effort to improve some aspect of their lives. We therefore will assess laborers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. Throughout the course we will also discuss the politics of time-managed work; the influence of public policy and government institutions; the role of unions within a competitive market economy; the relationship between industrial economies and functional blue-collar communities; and the correlation between immigration and globalization. Offered as HSTY 340, HSTY 430 and ETHS 340. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 341. Jewish Urban History. 3 Units.
This course examines the relationship between Jews and the modern urban environment. It seeks to answer questions such as: How did the modernization of cities affect Jews and Jewish communities? In what ways did Jews contribute to modern urban cultural and social forms? What is Jewish urban space, is it unique, and how is it remembered later on? Are there differences between the patterns in Europe, the Middle East, and the Americas? Offered as HSTY 341 and JDST 341. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 342. Water. 3 Units.
This seminar will explore the history of the meaning of water—that is, the social, cultural, and/or political significance placed on water by individuals and governments in different times and places. It will also examine how humans have acted upon water, and how it has acted upon humans, with great consequences for human life. This seminar will look at the history of water in the context of science, technology and society; public health; political science; and environmental history. Case studies will be drawn from a wide chronological and geographical range; from the ancient world to Renaissance Italy, nineteenth century India, modern Britain, Egypt, and the U.S. The course provides a wide perspective on the themes of the history of human-water interactions, but will also focus closely on some critical cases. Seminar participants will write a research paper on the topic of their choice in the environmental history of water. Offered as: HSTY 342, HSTY 442, POSC 342 and POSC 442. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 345. The European City. 3 Units.
An examination of architectural, social, cultural, philosophical, political, and economic aspects of life in European cities. The principle focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. An additional theme will be urban development and concomitant social questions in non-European cities that were built either to serve expatriate Europeans or to emulate European modernity. Case studies may include London, Paris, Berlin, Vienna, Moscow, the provincial and national capitals of East-Central Europe, and cities in Africa, Asia, and Latin America. Offered as HSTY 345 and HSTY 445. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 346. Guns, Germs, and Steel. 3 Units.
Jared Diamond’s Guns, Germs, and Steel won the Pulitzer for non-fiction in 1998. Diamond, a physiologist, explains that Western Europe came to occupy and dominate large areas of the globe because of natural resources present in certain regions of the Old World since the end of the last Ice Age. Where a historian might look for answers in the written evidence left by historical individuals, Diamond examines ancient patterns of plant diffusion or the place of mountain ranges and deserts in the development of technologies. This seminar is about applying the history of a specific time and place namely North America from European contact to 1850 - to Diamond's general environmental explanations and models. Placing Diamond's broad explanations within specific historical contexts is revealing. A range of alternative methods, perspectives, primary sources from North America, and case studies (especially within environmental history) help develop a critical understanding of the complexities of European expansion into the New World. The course engages in an extended comparative exploration of the worldviews of different world cultures, most extensively comparing European worldviews with Native American, but also paying significant attention to Asian worldviews. The Native American cultures under consideration include those of both North and South America. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 348. History of Modern Political and Social Thought. 3 Units.
This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society brought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

HSTY 353. Women in American History I. 3 Units.
The images and realities of women's social, political, and economic lives in early America. Uses primary documents and biographers to observe individuals and groups of women in relation to legal, religious, and social restrictions. Offered as HSTY 353, WGST 353, and HSTY 453. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 354. Women in American History II. 3 Units.
With HSTY 353, forms a two-semester introduction to women’s studies. The politics of suffrage and the modern woman's efforts to balance marriage, motherhood, and career. (HSTY 353 not a prerequisite.) Offered as HSTY 354, WGST 354, and HSTY 454. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 355. Age of American Civil War 1815-80. 3 Units.
This course examines the causes and consequences of the Civil War, focusing on the rise of sectionalism, the dynamics of conflict, and reconstruction. Heavy emphasis is placed on archival research in relevant first person accounts from the period.

HSTY 356. Industrial America: 1880-1940. 3 Units.
This course will explore the history of the United States from 1880 to 1940 as the nation organized itself into a modern industrial society. We will examine the rise of a corporate and technological society, the development of cities and urban problems, the growth of government, and the way in which immigrants, women, and African-Americans negotiated a shifting social organization. This class will also focus on the growing dominance of consumerism and the cultural and intellectual critique of the changes that occurred during these events.

HSTY 358. America Since 1945. 3 Units.
This course provides an advanced survey of American history from 1945 through the early 21st century, focusing on politics, foreign relations, the economy, culture, and social life. Particular emphasis will be given to political economy and the development of postwar consumerism; race, segregation, and Civil Rights; social movements for women's liberation, Indian rights, and gay rights; the accomplishments and failures of postwar liberalism and the rise of modern conservatism; the emergence of the Cold War at home and abroad; the collapse of the New Deal Order and the new partisan realignment; the construction of the postwar international system and its late-century fraying; globalization and its discontents; the emergence of neoliberalism and its consequences; and the collapse of the Cold War and the creation of the War on Terror.

HSTY 359. Books as Bombs: Books that Reshaped American Culture. 3 Units.
Every now and again a piece of prose profoundly reshapes American society and culture. In this advanced undergraduate seminar, students will read and discuss a selection of such works under the tutelage of Professors Shulman, a specialist in the History of Science and Technology, and Sentilles, who specializes in social and cultural history. The professors will set up the context of the work’s publication or creation and then lead the class in a lively dissection of both the work and its impact. The main question asked of each book is “how and why did this work have such an effect?” In attempting to answer that question, students will come to a greater understanding of society that created and then responded to each work. Offered as HSTY 359 and HSTY 459. Counts as SAGES Departmental Seminar.
HSTY 380. The Sixties in America. 3 Units.
This course examines social, cultural, and political changes in the United States during the 1960s. We begin by examining the economic prosperity and “fragile” political consensus of the post-WWII period, as well as the undercurrent of poverty, dissent, and Cold War fears. We then cover the civil rights movement, student activism, the women's movement, the growth of Liberal America and the welfare state, the Vietnam War, the counterculture and conservative youth movements, the growth of a national consumer-driven, mass-mediated market, and the music, art, and pop culture—as well as their growing reliance on technological intervention—during this period of creative efflorescence. We will do this through reading books, but also through “reading” contemporary evidence of life in America, including listening to music, viewing films, analyzing pictures and artifacts.

HSTY 381. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface—both literally and figuratively—with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 383. Readings in PRC History. 3 Units.
This course examines the historiography of several key issues in the history of the People's Republic of China. Although the emphasis will be to explore at greater length and greater detail specific topics in post-1949 Chinese social, cultural, and political history, some topics will incorporate key historiographic works addressing the pre-1949 period as a point of comparison. We will explore the major historical transformations that led to a political break from China's imperial past, and we will examine both the continuities and discontinuities shaping China's experience as a modern nation during the latter half of the 20th century. Major themes covered include: the origins of the Chinese revolution, the Great Leap Forward, Cultural Revolution, rural-urban divide, the one-child policy, socialism with Chinese characteristics, et al. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 385. Readings in Society and Culture in Modern Chinese History. 3 Units.
The primary goal of this course is to provide students an opportunity to explore at greater length specific topics in Chinese social and cultural history. The period covered by the assigned readings roughly spans the late eighteenth century through the first half of the twentieth century. Readings will cover a wide range of topical themes, including childhood, gender and sexuality, urban life, print media, religion, and the environment. Offered as HSTY 385 and HSTY 485. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 387. Growing Up in America: 1607 - 2000. 3 Units.
Children have been growing up in the United States since it was declared independent, in 1776, but how adults conceive of (and therefore legislate and interpret) children and childhood constantly changes to fit current circumstances. The experiences of children themselves have varied not only in terms of race, class, gender, and religion but also depending on specific events (i.e., coming of age during the Civil War versus the Civil Rights movement) or geography (i.e., growing up in rural Hawaii vs. urban New Jersey). We cannot cover all of those histories in one course, so this seminar course instead focuses on exploring the interplay of ideas about children and the expressed or historical experiences of children. When the puritans and plantations members (slave, bonded and free) came to the Atlantic shore, they brought with them particular ideas about what is meant to be a child, and to experience childhood. They encountered already established residents who also had ideas about childhood. How did those concepts adjust/meld/contrast over time, and how do we see those ideas reflected or reshaped by actual experiences? This course engages particular lines of inquiry: How and why do understanding about what is "natural" for children change over time? How do variables like race, class, gender, etc., uphold effects the manifesting of such concepts? What is the role of the state in children's lives and how has that changed over time? What is the impact of mass culture on modern childhood? Counts for CAS Global & Cultural Diversity Requirement.

HSTY 389. History of Zionism. 3 Units.
This course seeks to elucidate the major strands of Zionism, their origins, how they have interacted, and their impact on contemporary Israeli society. These may include political Zionism, cultural Zionism, socialist (labor) Zionism, Revisionist Zionism, and religious Zionism. This course will also examine the differences in the appeal of Zionism to Jews in different places, such as Western Europe, Eastern Europe and the United States. Offered as HSTY 389 and JDST 389. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 390. Senior Research Seminars in History and Philosophy of Science. 3 Units.
Directed independent research seminar for seniors who are majors in the History and Philosophy of Science program. The goal of the course is to develop and demonstrate command of B.A.-level factual content, methodologies, research strategies, historiography, and theory relevant to the field of history of science and/or philosophy of science. The course includes both written and oral components. Offered as HSTY 380 and PHIL 390. Counts as SAGES Senior Capstone.

HSTY 391. Food in History. 3 Units.
Food is inextricably interconnected with the development of agriculture and other technologies, with the rise and fall of empires, with increasing understanding of diet and nutrition, with laws and regulations, with the arts, with economic development and consumer culture, and with religious and ethnic identities. By examining selective and representative episodes pertaining to each of these topics, this course explores the global history of food, from the agricultural revolution of the neolithic era to the consumer revolution of the last generation. Offered as HSTY 391 and HSTY 491.

HSTY 393. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 395. History of Medicine. 3 Units.
This course treats selected topics in the history of medicine, with an emphasis on social and cultural history. Focusing on the modern period, we examine illnesses, patients, and healers, with attention to the ways sickness and medicine touch larger questions of politics, social relations and identity. Offered as HSTY 395 and HSTY 495.

HSTY 396. Advanced Topics in History. 3 Units.
Advanced topics in history, changing from semester to semester. The course provides students an opportunity to explore special themes or theoretical issues in history that are too briefly covered in broader surveys. Students may take this course more than once for credit, when different topics are covered. Offered as HSTY 396 and HSTY 496.

HSTY 397. Undergraduate Tutorial. 1 - 3 Units.
Individual instruction with members of the history faculty. Recommended preparation: 12 hours of History.

HSTY 398. Senior Research Seminar. 3 Units.
Training in the nature and methods of historical writing and research. Counts as SAGES Senior Capstone. Prereq: Majors only, Senior standing.

HSTY 399. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as ETHS 391, HSTY 399 and HSTY 499.

HSTY 400. Graduate Topical Seminar. 3 Units.
A rotating graduate seminar, offered every semester by a different faculty member. Each semester focuses on a topic of central historiographical or methodological importance. Prereq: Graduate standing or instructor permission.

HSTY 402. Introduction to Historiography of Science. 3 Units.
A graduate-level historiographic review of the history of the sciences from the seventeenth century to the present. Prereq: Graduate standing or instructor permission.
HSTY 404. Introduction to the Nonprofit Sector. 3 Units.
The United States has by far the largest and most important "nonprofit sector" in the world, a sector consisting of voluntary non-governmental organizations that provide health care, education and social services as well as arts, religious, and advocacy activities. Using mostly primary sources, this course considers the significance of the nonprofit sector in the U.S., its advantages and disadvantages, its uses for different groups of Americans, and current trends. Students have the option of writing either a standard term paper, or a study of strategic challenges facing a contemporary nonprofit organization. Offered as HSTY 204 and HSTY 404. Counts as SAGES Departmental Seminar. Prereq: Graduate standing or instructor permission.

HSTY 406. History of Museums: Theory and Reality. 3 Units.
This course is an intensive summer internship (10 hours per week) at the Western Reserve Historical Society, complemented by extensive readings in museum/archival theory and public historical perception. It is designed both to introduce students to museum/archival work and to compare theoretical concepts with actual museum situations. Interns will be assigned a specific project within one of the Society's curatorial or administrative divisions, but will have the opportunity to work on ancillary tasks throughout the Historical Society's headquarters in University Circle. Offered as HSTY 306 and HSTY 406. Prereq: Graduate standing or instructor permission.

HSTY 407. Development of Chemistry and Chemical Engineering. 3 Units.
The development of chemical ideas; theories of matter, composition, structure, and reaction; the application of chemistry and chemical theory from antiquity to the 20th century; all considered in social context. Recommended preparation: One year of college chemistry. Offered as HSTY 307 and HSTY 407.

HSTY 410. Seminar: Early American Historiography. 3 Units.
This seminar examines the historiography of early America. It is designed to acquaint history doctoral students with the major themes, methods, and scholars of American history from the seventeenth century to the mid-nineteenth century. Students will be expected to read and report on major works in the field. Prereq: Graduate standing or instructor permission.

HSTY 411. Seminar: Modern American Historiography. 3 Units.
This seminar examines the approaches that professional historians of the United States have taken to the writing of American history in the past fifty years, with emphasis on changes in historical concerns, master debates among historians, and contemporary interests. Topics covered include national politics and government, economic development, social history, the history of ethnicity, race, and gender, and foreign policy and international relations. Each student will read widely and will prepare a series of reports on selected books and authors. Offered as HSTY 311 and HSTY 411. Prereq: Graduate standing or instructor permission.

HSTY 420. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major's Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 427. Comparative Environmental History. 3 Units.
Environmental history is the study of how humans have influenced the environments around them and how the environment itself has influenced the course of human societies. This course provides students with the skill to identify and analyze these interactions. It introduces course participants to the main themes of environmental history literature and the driving questions guiding environmental history research by examining case studies drawn around the globe, including Pre-Columbian America, Medieval Japan, Colonial Africa, and Modern Germany. This course will help course participants recognize the important patterns and developments that have led to present day human-environmental relationships. Offered as HSTY 327 and HSTY 427. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 428. Comparative Perspectives on Museum and Archive History and Practice. 3 Units.
Comparative Perspectives on Archives and Museum History and Practice is a distance learning based course shared with students at Bilkent University in Ankara, Turkey. The course focuses on a comparison of the history and development of archives and museums in the United States and in late Ottoman and Republican Turkey. Topics considered include the "ownership" of culture; state vs. private control of heritage; marketing of museums; and the impact of evolving technologies on the presentation and preservation of culture. Students work together via a shared, live lecture format. In addition to the instructor, museum and archive professionals from both the US and Turkey provide lectures and lead discussions during the semester. The primary intellectual product of the course is a final paper/project which compares the history, operational structure, and mission of a museum/archive in the US with a similar institution in Turkey. The paper/project is created by collaborative effort between a student at CWRU and one at Bilkent. Provided grant funding is available, the course may involve exchange visits to Turkey and the US. Offered as HSTY 328 and HSTY 428. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 429. Museums and Globalization. 3 Units.
Museums are everywhere contested spaces today. Historically designed as symbols of power, centers for research, agents of public education and community formation in Western industrial societies, they have become sites of development and cultural controversy on a global scale. From Cleveland and Paris to Nairobi and Dubai museums figure in urban redevelopment, national identity formation, conflicts between religion and science, and global tourism. Questions we will consider in this course: what are the fundamental features of museums as institutions? what ties have linked them to wider national and international communities of academics, NGO’s and business? to political, economic and social concerns? how do museums in Asia, Africa, the Middle East, and Latin America figure in the current international contention over heritage rights? This is an innovative course allowing students to collaborate on projects, engage with guest lecturers and access museums across the globe. The course is organized in three parts: Part I: National Identity Building and Museums; Part II: Museums and Identity Politics; Part III: Museums and Global Development. Offered as HSTY 329, ARTH 301, HSTY 429, and ARTH 401. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 430. A History of Workers in the United States. 3 Units.
This course examines the experience of working people in the United States with an emphasis on twentieth-century social movements. It explores the lives of the women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have created or helped sustain national social movements in an effort to improve some aspect of their lives. We therefore will assess laborers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. Throughout the course we will also discuss the politics of time-managed work; the influence of public policy and government institutions; the role of unions within a competitive market economy; the relationship between industrial economies and functional blue-collar communities; and the correlation between immigration and globalization. Offered as HSTY 340, HSTY 430 and ETHS 340. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 433. Reading Capital: Political Economy in the Age of Modern Industry. 3 Units.
Since its first publication in German in 1867, and its appearance in English in 1886, Karl Marx’s Capital: A Critique of Political Economy, Volume I, has occupied a seminal position in European thought. Beginning with the presumptions of classical liberal political economy, Marx employed his technique of the materialist dialectic to unmask, in his view, the contradictions and structural limitations that the capitalist mode of production imposed upon capitalists and proletarians alike. Much mentioned, but seldom read, Volume I of Capital remains a crucial window into understanding the intellectual, economic, social, and cultural currents of the 19th century, and its impact extends into the 21st. This course consists of a close, directed reading of the entire text of this volume, combined with discussion, research, and coordinated exploration, so that students can bring this powerful critique to bear on their reading of history and economics in the modern era. Offered as HSTY 333 and HSTY 433. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 437. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women’s medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 440. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society’s perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.

HSTY 442. Water. 3 Units.
This seminar will explore the history of the meaning of water--that is, the social, cultural, and/or political significance placed on water by individuals and governments in different times and places. It will also examine how humans have acted upon water, and how it has acted upon humans, with great consequences for human life. This seminar will look at the history of water in the context of science, technology and society; public health; political science; and environmental history. Case studies will be drawn from a wide chronological and geographical range; from the ancient world to Renaissance Italy, nineteenth century India, modern Britain, Egypt, and the U.S. The course provides a wide perspective on the themes of the history of human-water interactions, but will also focus closely on some critical cases. Seminar participants will write a research paper on the topic of their choice in the environmental history of water. Offered as: HSTY 342, HSTY 442, POSC 342 and POSC 442. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 445. The European City. 3 Units.
An examination of architectural, social, cultural, philosophical, political, and economic aspects of life in European cities. The principle focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. An additional theme will be urban development and concomitant social questions in non-European cities that were built either to serve expatriate Europeans or to emulate European modernity. Case studies may include London, Paris, Berlin, Vienna, Moscow, the provincial and national capitals of East-Central Europe, and cities in Africa, Asia, and Latin America. Offered as HSTY 345 and HSTY 445. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.
HSTY 448. History of Modern Political and Social Thought. 3 Units.
This course explores the responses of philosophers, economic theorists, culture critics, and public policy makers to changes in western society wrought by industrialization by focusing on their concerns with technological change. Offered as HSTY 348, HSTY 448 and POSC 348.

HSTY 451. History of European Technology. 3 Units.
A graduate-level, research seminar on the history of European technology from the Industrial Revolution to the present. Special emphasis is on cultural history of technology with a transatlantic view. The themes of the seminar vary from year to year, but include: communications, industrialization, control, cultural and intellectual approaches to the history of technology. Required work includes a research paper based on original sources. Prereq: Graduate standing or instructor permission.

HSTY 452. Readings in the History of American Technology. 3 Units.
A graduate-level review of the history of American technology. Prereq: Graduate standing or instructor permission.

HSTY 453. Women in American History I. 3 Units.
The images and realities of women’s social, political, and economic lives in early America. Uses primary documents and biographers to observe individuals and groups of women in relation to legal, religious, and social restrictions. Offered as HSTY 353, WGST 353, and HSTY 453. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 454. Women in American History II. 3 Units.
With HSTY 353, forms a two-semester introduction to women's studies. The politics of suffrage and the modern woman's efforts to balance marriage, motherhood, and career. (HSTY 353 not a prerequisite.) Offered as HSTY 354, WGST 354, and HSTY 454. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 459. Books as Bombs: Books that Reshaped American Culture. 3 Units.
Every now and again a piece of prose profoundly reshapes American society and culture. In this advanced undergraduate seminar, students will read and discuss a selection of such works under the tutelage of Professors Shulman, a specialist in the History of Science and Technology, and Sentilles, who specializes in social and cultural history. The professors will set up the context of the work's publication or creation and then lead the class in a lively dissection of both the work and its impact. The main question asked of each book is "how and why did this work have such an effect?" In attempting to answer that question, students will come to a greater understanding of society that created and then responded to each work. Offered as HSTY 359 and HSTY 459. Counts as SAGES Departmental Seminar.

HSTY 461. Crime and Culture in Early America. 3 Units.
This course explores the intersection of crime, punishment, and popular culture in colonial British America and the early United States through 1860 by closely examining a series of popular crime genres, including execution sermons, criminal conversion narratives, criminal autobiographies, and trial reports. Readings in modern scholarship—drawing on several disciplines—will shed light on the popular literature and on underlying patterns of crime and punishment, while students will critically evaluate modern scholarly interpretations in light of the early crime publications. Types of crimes explored in the readings include witchcraft, piracy, burglary, robbery, and various types of murder, such as infanticide, familicide (cases of men murdering their wives and children), and sexual homicide. Each student will write several short analytical papers drawn from the shared readings and, at the end of the semester, produce an independent research paper. Offered as HSTY 361 and HSTY 461. Prereq: Graduate standing or instructor permission.

HSTY 463. Gender and Sexuality in America. 3 Units.
This multicultural seminar uses a mixture of historical text, gender theory, personal biography, and artistic expression to explore changing notions of gender and sexuality over the past two centuries in the United States. Offered as HSTY 363, HSTY 463 and WGST 363. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 468. North American Environmental History. 3 Units.
This course introduces major questions and approaches in the study of environmental history. Taking North American as our subject, we explore how humans have shaped the environment of the continent and how human history has, in turn been shaped by the natural world form antiquity to the present. Major topics include Pleistocene extinctions, the Columbian exchange, the market revolution in agriculture, American epidemics, industrialization, the origins of conservation, the environmental movement, and the globalization of America's environmental footprint. Offered as HSTY 378 and HSTY 468. Prereq: Graduate standing or instructor permission.

HSTY 470. Historiography, Method, and Theory. 3 Units.
a graduate level survey of fundamental themes in historiography, method, and theory, as well as interdisciplinary methods and theories. Prereq: Graduate standing or instructor permission.

HSTY 473. Women and Medicine in the United States. 3 Units.
Students in this seminar will investigate the experiences of American women as practitioners and as patients. We will meet weekly in the Dittrick Medical Museum for discussion of texts and use artifacts from the museum's collection. After a unit exploring how the female body was viewed by medical theorists from the Galenic period to the nineteenth-century, we will look at midwives, college-trained female doctors and nurses, and health advocacy among poor populations. We will then look at women's experiences in terms of menstruation, childbirth, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Graduate standing or instructor permission.

HSTY 476. Seminar in Comparative History. 3 Units.
An introduction to comparative method for historians. The topics will vary year to year, but the course will require exposure to historical contexts outside of the United States. Prereq: Graduate standing or instructor permission.
HSTY 477. Modern Policy History of the United States. 3 Units.
This course offers a historical perspective on policy and policy making in the United States since the late nineteenth century. It emphasizes the increasing role of the federal government, the persisting importance of the states, the significance of the courts, the revolutionary impact of the women's and civil rights movements, and the consequences of the growth and transformation of the American economy. Each student selects a policy area for detailed exploration; students often choose topics related to civil rights, women's rights, health care, environmental reform, non-profit and non-governmental organizations, the arts, and education, but other topics are also appropriate. Prereq: Graduate standing or instructor permission.

HSTY 479. Historical Research and Writing. 3 Units.
Research seminar for graduate students. Intensive focus on processes of historical research and writing. Students produce conference paper and research paper based on primary sources. Prereq: Graduate standing or instructor permission.

HSTY 481. City as Classroom. 3 Units.
In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface—both literally and figuratively—with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered as HSTY 381, POSC 381, SOCI 381, HSTY 481, POSC 481, and SOCI 481. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 485. Readings in Society and Culture in Modern Chinese History. 3 Units.
The primary goal of this course is to provide students an opportunity to explore at greater length specific topics in Chinese social and cultural history. The period covered by the assigned readings roughly spans the late eighteenth century through the first half of the twentieth century. Readings will cover a wide range of topical themes, including childhood, gender and sexuality, urban life, print media, religion, and the environment. Offered as HSTY 385 and HSTY 485. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 491. Food in History. 3 Units.
Food is inextricably interconnected with the development of agriculture and other technologies, with the rise and fall of empires, with increasing understanding of diet and nutrition, with laws and regulations, with the arts, with economic development and consumer culture, and with religious and ethnic identities. By examining selective and representative episodes pertaining to each of these topics, this course explores the global history of food, from the agricultural revolution of the neolithic era to the consumer revolution of the last generation. Offered as HSTY 391 and HSTY 491. Prereq: Graduate standing or instructor permission.

HSTY 493. Advanced Readings in the History of Race. 3 Units.
This course examines the concept of race as a social construction that carries political and economic implications. We begin by examining the histories of the early racial taxonomists (e.g., Bernier, Linnaeus, and Blumenbach among others) and the contexts that informed their writings. We then assess how the concept of race changed from the nineteenth to the twentieth century in the United States. We conclude by evaluating how the ideology of race has influenced U.S. domestic life and foreign policy at specific historical moments. Offered as HSTY 393, HSTY 493, and ETHS 393. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 495. History of Medicine. 3 Units.
This course treats selected topics in the history of medicine, with an emphasis on social and cultural history. Focusing on the modern period, we examine illnesses, patients, and healers, with attention to the ways sickness and medicine touch larger questions of politics, social relations and identity. Offered as HSTY 395 and HSTY 495. Prereq: Graduate standing or instructor permission.

HSTY 496. Advanced Topics in History. 3 Units.
Advanced topics in history, changing from semester to semester. The course provides students an opportunity to explore special themes or theoretical issues in history that are too briefly covered in broader surveys. Students may take this course more than once for credit, when different topics are covered. Offered as HSTY 396 and HSTY 496.

HSTY 497. Graduate Independent Study. 1 - 3 Units.
Independent reading and research programs with individual members of the faculty.

HSTY 499. Advanced Readings in Black History. 3 Units.
This is an advanced readings course that may change from semester to semester. This course will provide students with an opportunity to more deeply explore special themes and theoretical issues in the field of black history that are often quickly and briefly covered in broad survey courses. Readings may be organized around specific topics such as resistance and social protest, black intellectual history, black nationalism and identity, black film and historical literacy black cultural forms and politics, black urban history, or some such other combination. Students may take this course more than once and receive credit as long as the course topic differs. Students should contact the History Department for more details on course content during any given semester. Offered as ETHS 391, HSTY 399 and HSTY 499. Prereq: Graduate standing or instructor permission.

HSTY 525. Intellectual Property and the Construction of Authorship. 3 Units.
Study of the concepts, laws, norms, and practices through which writers and other creative producers establish "property" in their work. Offered as ENGL 525 and HSTY 525. Prereq: Graduate standing or permission.

HSTY 601. Independent Studies. 1 - 18 Units.
(Credit as arranged.)

HSTY 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.)

HSTY 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Limited to Ph.D. candidates actively engaged in the research and writing of their dissertations. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.