

# HISTORY (HSTY)

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## **HSTY 100. Introduction to History. 1 Unit.**

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 102. 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 as a CAS Global & Cultural Diversity course.

## **HSTY 103. Introduction to Medieval History, 500-1500. 3 Units.**

Through primary source readings in translation, secondary source readings, written assignments, lectures, and in-class discussion, students will explore the development of Western medieval Europe from c. 500-c. 1500, including its interactions with other civilizations of the Mediterranean and Eurasia; the changing landscape of religious institutions and religious roles for individuals; evolving social structures and roles for people of various classes and genders; the development of institutions and ideas that informed modern Europe and the US; and the abuses of medieval history by modern extremists. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

## **HSTY 107. Introduction to the Ancient Near East and Egypt. 3 Units.**

This course introduces students to the history and culture of the Ancient Near East and Egypt, a region spanning from modern Iraq to Egypt that was home to the earliest known societies in written history. These include the Babylonian, Assyrian, and Egyptian empires, as well as other Levantine and Anatolian powers and smaller nations such as Israel. Students will learn about the relatively recent discoveries concerning these ancient civilizations, including their political, social, literary, scientific, artistic, and religious achievements, as well as their cultural legacy. Offered as ANEE 107 and HSTY 107. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

## **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 as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

## **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 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 as a CAS Global & Cultural Diversity course.

## **HSTY 111. What is Science? Introduction to the History and Philosophy of Science. 3 Units.**

We look at historical and philosophical aspects of modern science. The objective of the course is to develop a sense of (1) what forms scientific research has taken historically, and (2) what it is about scientific research that makes it distinctive as a form of human knowledge. Offered as HPSC 111, PHIL 111 and HSTY 111.

## **HSTY 113. Introduction to Modern World History. 3 Units.**

An introduction to modern world history, covering European imperialism, the industrial revolution, nationalism, political revolutions, major military conflicts, and the massive social changes that both caused and followed these. Substantial attention will be paid to class and race formation, transformations of gender roles, and the role of cultural differences in shaping modernity. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 decided 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. Counts as a CAS Global & Cultural Diversity course.

**HSTY 124. Sex and the City: Gender and Urban History. 3 Units.**

Gender is an identity and an experience written onto the spaces of the city. The urban landscape—with its streets, buildings, bridges, parks and squares—shapes and reflects gender identities and sexual relations. This course examines the relationship between gender and urban space from the 19th century to the present, giving special attention to the city of Cleveland. Using Cleveland as our case study, this course will explore some of the many ways in which cities and the inhabitants of cities have been historically sexed, gendered, and sexualized. We will explore the ways in which gender was reflected and constructed by the built environment, as well as how urban space and urban life shaped gender and sexual identities. The course is organized thematically and explores different aspects of city life such as prostitution, urban crime, labor, politics, urban renewal and decay, consumption and leisure and the ways in which sex and gender intersects with these issues. Offered as HSTY 124 and WGST 124.

**HSTY 126. Fashion and Power: The Politics of Dress in American History. 3 Units.**

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 as a CAS Global & Cultural Diversity course.

**HSTY 132. Introduction to Modern East Asia. 3 Units.**

This course 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 as a CAS Global & Cultural Diversity course.

**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 AFST 135, ETHS 253A and HSTY 135. Counts as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**HSTY 145. Utopia, Dystopia, and Scientific Modernity Sixteenth-Century to the Present. 3 Units.**

A utopia is a dream of a better world; a dystopia is a nightmare of a worse one. Both are fantasies. Yet both respond to the very real technological, political and cultural conditions in which they are written. This multidisciplinary course uses utopian and dystopian literature from the sixteenth century to the present to investigate the rise of scientific modernity and the responses it provoked. Starting with Thomas More's *Utopia*, and ending with Octavia Butler's *The Parable of the Sower* and a contemporary film, students will read important utopian and dystopian works of fiction and connect them to themes that run through the history of science: the relationship between knowledge and power; the impact of new technologies; voyages of exploration and exploitation; industrialization and forms of production; ideas of gender, race, and class; nuclear power; genetics; and climate change. We encourage students to ask what led to these specific critiques or ideas, and why? What limits or determines the boundaries of the possible or the desirable to each author? And how might these still be relevant today? Offered as ENGL 145 and HSTY 145. Counts as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 163. Introduction to Modern Britain and its Empire. 3 Units.**

This seminar 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 as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 164. The History of London in London: Study Abroad. 3 Units.**

Travel to London to learn the history of London. What was London like before it became the largest, most powerful city in the world? How was its growth and life affected by recurrent epidemic? What did it look like and how did it function as the world's lynchpin in the 1800s? How did it fare under general bombardment in the Second World War? How did that devastation, and Britain's decline after the war, shape the city we see today? Which communities have been cast as London's "outsiders" across the centuries? Through instruction, reading, and exploration students will receive a broad overview of the ages-old history of London. Students will learn to think historically about London and any city: they'll learn the questions of social history, learn to think about the connections between built- and non-human environments, and get a grasp on varieties of local governance. Counts as a CAS Global & Cultural Diversity course. Counts as a Local & Global Engagement course. Counts as a Understanding Global Perspectives course.

**HSTY 193. The Ancient World. 3 Units.**

This course offers students an introduction to the history and culture of several ancient civilizations (including those of Mesopotamia, the Levant, Egypt, Greece, and Rome) as well as their lasting legacies. Offered as ANEE 193 and CLSC 193 and HSTY 193. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.**

This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great's vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Offered as ANEE 194, CLSC 194, and HSTY 194. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 201. Science in Western Thought I. 3 Units.**

Science is a powerful symbol and a source of authority in the modern world. It is also an important and demanding practice, one that has shaped our lives and transformed our knowledge. But the meaning of science, its scope, and its uses, have changed a great deal over time. Likewise, just as science has altered our social and material lives, change has worked in the opposite direction as well: social priorities and cultural contexts have shaped the development of scientific knowledge and practice. This class will allow us to explore the dynamic relationship between science and society by considering key episodes and themes in the history of science from antiquity to the eighteenth century. Throughout the course, we will reflect on some of the very different ways that men and women have tried to organize, extend, and represent their knowledge of nature, and we will consider to what purposes and with what effects they have done so. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**HSTY 202. Science in Western Thought II. 3 Units.**

Science is a powerful symbol and a source of authority in the modern world. It is also an important and demanding practice, one that has shaped our lives and transformed our knowledge. But the meaning of science, as well as its scope and its uses, has changed a great deal in the past 300 years. Likewise, just as science has altered our social and material lives, change has worked in the opposite direction as well: social priorities and political agendas have shaped the development of scientific knowledge and practice. This class will allow us to explore the dynamic relationship between science and society in the modern world by considering key episodes and themes in the history of science from the eighteenth century to the present. Throughout the course, we will reflect on some of the very different ways that men and women have tried to organize, extend, and represent their knowledge of nature, and we will consider to what purposes and with what effects they have done so. Offered as HPSC 202 and HSTY 202. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**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 205. Climate Change Science and Society. 3 Units.**

This course provides a synoptic, multi-disciplinary understanding of the past, present, and future of anthropogenic climate change by integrating three distinct fields: the earth and environmental sciences, biology and ecology, and history. What is changing in the global climate? Why? How do we know? What should we expect in the future? What can be done? No single discipline can answer these questions fully, and by organizing the course around these big questions, we will demonstrate how different disciplines each contribute essential answers. Course covers diverse sources of evidence for climate change in the past and present, the core mechanisms of climate change at different timescales and their consequences, the impact of climate change on human history and history of the discovery of climate change, climate models and ecological forecasts, the modern politics and diplomacy of climate, climate communication, and multiple paths forward for the earth's physical, ecological, and social systems. Offered as BIOL 205, EEPS 205, and HSTY 205.

**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 as a CAS Global & Cultural Diversity course.

**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, specifically with respect to the rise of mass incarceration and the application of the death penalty. This course examines the ways that moral reason intersects with issues of race and class in the unfolding of crime and punishment. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course.

**HSTY 209. The Copernican Revolution. 3 Units.**

This course will introduce students across the disciplines to the story of the Copernican Revolution, beginning with pre-Copernican astronomy and then moving from Copernicus' first writings to Newton's Principia of 1687, which united the new heavenly laws of Kepler with the new earthly laws of Galileo. Throughout the course, students will chart the Copernican Revolution's pathways, forms, and effects, through texts, letters, maps, images, and fiction. Students also will consider various historical interpretations of the Copernican Revolution in order to explore different conceptions of what science is and how science works. The course will include a number of hands-on activities and trips to help students consider the meaning and implications of the Copernican Revolution outside of our readings and classroom discussions.

**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 and religious diversity of Scotch-Irish and other settlers in the southern backcountry; and the evolving responses of Native Americans to ongoing Anglo-American colonization. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**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. Finally, it considers competing interpretations of the aftermath of the Revolution during the 1780s and thereafter as representing either an acceleration of "radical" social change or a conservative "counterrevolution"—with corresponding implications for the lower classes and for other historically disempowered social groups. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**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 social institutions, patterns, and conflicts that still characterize the United States during the early twenty-first century. Lectures, readings, class discussions, and assigned papers will explore race slavery in the South; abolitionism; the social, economic, and political struggles of free African Americans in the North; the religious revivalism of the Second Great Awakening and its social impact; the changing social and economic status of women; the emergence of the women's rights movement; and the development of the modern working class in the context of the rise of industrial capitalism in the northeastern U.S. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**HSTY 213. Science on Trial. 3 Units.**

Universities, laboratories, and scientific journals are not the only places where questions of science are debated and settled; in the modern era, they are often decided in courts of law as well. In this seminar, through readings, discussion, and writing, we will focus on a range of examples in which scientific questions have been adjudicated in the courtroom. Questions to be considered are: How are judges or juries supposed to evaluate questions of science? Who decides what counts as science, or what counts as scientific consensus? What counts as expertise, and what counts as evidence when it comes to deciding a case that hinges on questions of science? Are legal facts ever different from scientific facts? By the end of the course, students will have a new understanding of the role of science in the modern world and the complicated intersections between science, society, and the law. Offered as HSTY 213 and POSC 213. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course.

**HSTY 215. Europe in the 20th Century. 3 Units.**

The twentieth century has seen massive transformations in European politics, economics, society, and culture and in Europe's place in the world. This course traces Europe's transition from the tumultuous aftermath of the First World War through the political and economic uncertainty, social transformations, and cultural innovations of the interwar years; the decline of democracy and the rise of fascism; the destruction and genocide of the Second World War; division during the Cold War; and the drive for European unity countervailed by renewed national and ethnic chauvinism. Important themes include the clash of ideologies, political economy, changing social and gender relations, decolonization, and contested Americanization of Europe. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 descendants—Normans and "Rus." Counts as a CAS Global & Cultural Diversity course.

**HSTY 217. The Secret History of Corporate America. 3 Units.**

The corporation is the most powerful economic institution of our time. How did it come to reign, and how does its power affect us economically, politically, and socially? This course will chart the history and impact of corporate capitalism. Topics will include the corporation's impact on democracy, consumer culture, the environment, and even the university itself. If you have ever wondered why products are purposely designed to wear out (planned obsolescence), why unions are so powerless in America, why the military is as powerful as it is, why it takes special technology from the Diebold corporation to run a simple election, why broadcasting companies are allowed to profit by using the public airwaves for free, why it looks like there are a million publishers of books when in truth giant companies dominate 80 percent of the book market, why the perfect lawn is a marketing ploy to get consumers to buy a lot of chemical inputs, why universities, which are supposed to be bastions of independent thought, are now dominated by an army of administrators who run around talking about return on investment instead of figuring out how to create a culture where students can learn, then this is the course for you. The corporation has been harshly criticized as an amoral institution, indeed, as pathological in its pursuit of power and profit. The corporate form, however, did not start out that way. Students will be able to apply their own sense of moral reason to the dominant economic institution in the world today while also learning to express themselves better in written and oral mediums. Counts as a Communication Intensive course. Counts as a Moral & Ethical Reasoning course.

**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, JWST 218, and ETHS 218. Counts as a CAS Global & Cultural Diversity course. Counts as a SAGES Departmental Seminar course.

**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 introduces students to the German tumult of the twentieth century. We will read about historical events and developments. We will address persistent questions, such as why and how did Hitler come to power; what was life like behind the Berlin Wall; 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. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**HSTY 221. Epidemics in History. 3 Units.**

The history of epidemics and pandemics, focusing on select cases. Topics will include social origins of epidemics, the evolution of scientific responses, stigma and blame, the comparative study of political and state responses, social and cultural effects of epidemics, and the representation of infectious disease in fiction.

**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 223. The Cold War: U.S. and the World. 3 Units.**

This course provides an introduction to the history of the Cold War from both American and global perspectives. What explains the origins and maintenance of the conflict? Can it really be considered a "cold" war when so much actual "hot" conflict took place during its organization of the international system? Why did the U.S. go to war in Korea and Vietnam and with what results? How did the rest of the world not directly aligned with the United States or the Soviet Union experience the conflict? How were American domestic politics and social life shaped by the conflict? How did earlier sites of conflict in Europe and East Asia give way to new ones in the Middle East and Latin America? How did the conflict reshape global science, technology, and ecologies? How did the conflict reshape ideas about human rights? Why did the Cold War end when it did and what international system replaced it—or did it even end at all? Counts as a CAS Global & Cultural Diversity course.

**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 228. Asian Americans: Histories, Cultures, Religions. 3 Units.**

This course introduces students to Asian American Studies as an interdisciplinary academic discipline. It critically examines the global and transnational dimensions of U.S. history, the constructions of "modernity" in the U.S., and the shaping of U.S. culture and religion, race and racialization, identity constructions and contestations, law and law-making, colonialism and empire building, labor and migration, politics and public policy making, and social movements through a critical study of Asian Americans and their diverse histories, cultures, religions, identity negotiations and contestations, social movements, and political activism. Offered as ETHS 228, HSTY 228 and RLGN 228. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Counts as a Understanding Global Perspectives course.

**HSTY 230. Colonial Latin America. 3 Units.**

Colonial Latin American history is a period fraught with bloodshed, deadly disease, and the brutal enslavement of Africans and Indigenous peoples, yet was also a time of resistance, mobilization, and the flourishing of arts, culture, and unique hybrid religious practices. This course is an invitation to focus on primary sources and wrestle with the writing of colonial history throughout the last 500 years, with all its discrepancies, biases, and unanswered questions. We look especially at the role that women, Indigenous peoples, and Africans played in society—voices that have traditionally been silenced. How can we resurrect those voices? We ponder the construction of colonial society and conclude with how the wars of Independence fundamentally altered society. Counts as a CAS Global & Cultural Diversity course.

**HSTY 231. Athens to Alexandria: The World of Ancient Greece. 3 Units.**

This course examines the enduring significance of the Greeks studied through their history, literature, art, architecture, archaeology, science, religion, philosophy, daily life, and political, economic and social structures. Lectures and discussion. Offered as CLSC 231 and HSTY 231. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 232. Gods and Gladiators: The World of Ancient Rome. 3 Units.**

The enduring significance of the Romans studied through their history, literature, art, architecture, religion, philosophy, and political, economic and social structures. Lectures and discussion. Offered as CLSC 232 and HSTY 232. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 a CAS Global & Cultural Diversity course. Counts as a SAGES Departmental Seminar course.

**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 freebooters, 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 as a CAS Global & Cultural Diversity course.

**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 regimentation 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 as a CAS Global & Cultural Diversity course. Counts as a Moral & Ethical Reasoning course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 239. Freud and the Psychoanalytic Movement. 3 Units.**

This is a course in the social history of ideas, which will examine the roots and development of psychoanalysis, and consider several major post-Freudian innovators. It will conclude with interpretations of the social context and social effects of psychoanalysis. Offered as HSTY 239 and HSTY 439.

**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 Koshier 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. The History of 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 as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 242. History of the Body. 3 Units.**

The human body has always had an important role in constructing social, political, and cultural relations. Although it seems as though the body is a fixed, a-historical category, in recent years, historians found it to be a valuable source to understand questions of race, gender, sexuality, class, nationalism, citizenship, as well as political and social institutions. In this course, readings, lectures, discussions, and writing assignments will all explore the body as a locus of social meaning, giving a special attention to the aesthetics of the body and notions of beauty. We will examine how different characterizations of bodies – male and female, enslaved and free, healthy and sick, able and disable, active and idle, natural and artificial, normal and deviant – were constructed and imagined for different purposes, giving special attention to how the diversity of lived experiences of bodies as well as their symbolic meanings can shed light on social, political and historical processes. In addition, class readings, discussions, and assignments will encourage students to critically examine the political meanings of bodies and the ethical questions that derive from the social organization and definitions of different bodies, considering issues such as slavery, eugenics, disability, and medical ethics. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course.



**HSTY 244. Modern Latin America. 3 Units.**

This course is an invitation to explore change, continuity, and conflict in Modern Latin America. It is also an invitation to understand the flourishing of culture and the arts, from the late colonial period up to the 21st century in Latin America. We think about the role of the United States in Latin America throughout modern history – both the positive and negative consequences of U.S. involvement. We will think about how we construct history from the various perspectives of the diverse peoples of Latin America. We survey the political, economic, social, and cultural factors that make Modern Latin America what it is today. We focus both on the history of specific countries, as well as broad themes that span many countries. We wrestle with the writing of history, with all its discrepancies, biases, and unanswered questions. We look especially at primary sources that highlight the role that women, indigenous peoples, and Africans played in society – voices that have traditionally been marginalized and silenced. How can we resurrect those voices? Counts as a Understanding Global Perspectives course.

**HSTY 245. History of Capitalism. 3 Units.**

This course will explore the history of capitalism, from its origins to its recent past, tracing its development into a global system of oppression. It will offer students an understanding of how capitalism manifested itself in various parts of the world, comparing, for example, how it played out in places as diverse as the United States, England, China, and India. Themes under discussion will include, but not be limited to, industrialization, slavery, corporate capitalism, and neoliberalism. We will also study capitalism's impact on gender, race, environment, education, and time. Counts as a CAS Global & Cultural Diversity course.

**HSTY 246. Early Native American History. 3 Units.**

This survey will explore the rich and diverse history of Native America before contact with Europeans and continue through the nineteenth century. This course will examine interactions between sovereign Native American nations, European empires, and the United States from Indigenous perspectives. Substantial attention will be paid to the interactions of race, class, gender, and various religions/cosmological belief systems within Indigenous societies and how they shaped Native cultural/social/political interactions with Europeans and Americans. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 247. American Capitalism Since 1945. 3 Units.**

This course explores the history of capitalism since the end of World War II when the United States emerged as a superpower and capitalist system expanded across the globe. It will explore the postwar economic boom, the crisis of the 1970s, and the rise of a neoliberalism by using the historical method. It will help students understand the world in which they live which is characterized by precarious employment, homelessness, and radical extremes in income and wealth.

**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. Counts as a Disciplinary Communication course.

**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 as a CAS Global & Cultural Diversity course.

**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. The class concludes with an examination of the memory of the Holocaust. Offered as ETHS 254, HSTY 254, JWST 254 and RLGN 254. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**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, the rise and demise of apartheid, and comparison of apartheid to other systems of segregation. Through an examination of the complex society that has emerged the course addresses several categories of diversity: race, ethnicity, gender, class, among others. Offered as AFST 258, ETHS 258 and HSTY 258. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**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 AFST 260, ETHS 260 and HSTY 260. Counts as a CAS Global & Cultural Diversity course.

**HSTY 261. African-American History, 1865 - Present. 3 Units.**

This course examines the African American experience from emancipation to the present. The history of African peoples in the United States has primarily been a chronicle of strivings for liberation, justice, and equality. Much of this story represents Black people's desires to retain their racial identity and autonomy, to build community, and create a sense of nationalism, while simultaneously asserting their right to be treated as equal American citizens. During this course, student will gain insight into the conditions of life for people of African descent in America while also being introduced to the myriad ways in which African Americans have continually pushed for freedom. This course will discuss a variety of themes in African American history including slavery and freedom, politics, resistance, gender, culture, identity, economy, etc. The specific topics explored include: Reconstruction, the Racial Nadir, the New Negro Movement, Black Radicalism in the Depression Era, The Civil Rights and Black Power Movements, Black Feminism, Black Politics in the 1980s, and finally, the state of Black America in the New Century with particular emphasis placed on contemporary topics including mass incarceration and the rise of the #BlackLivesMatter Movement. Throughout the course, students will be exposed to lectures, readings, films, and class discussion that will enable them to analyze the impact of various forms of human difference on lived experiences and individual and collective choices made by black folks throughout American history. Offered as AFST 261, ETHS 261 and HSTY 261. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**HSTY 263. African-American History in and through Film. 3 Units.**

This course focuses on the history of black representation in film and television in the United States. In this course, students will be introduced to some of the earliest representations of Black folks on the silver screen as well as learn about emergence of Black cinema (black films made for, by and about Black people) in the 20th century. Through this exploration, students will become acquainted with some of the most significant films, actors, and directors in African American history. This course will also teach students how to critically analyze how African American history has been depicted in modern and popular "historical" films. Students will be encouraged to employ the analysis skills and particularly critical theories of race, gender, and class to examine how filmmakers have presented, and too often distorted, historical events related to the Black experience in the United States. Finally, throughout the course, students will be encouraged to think about the ways in which films and television, both in the past and present, have contributed to the constructions of race and racial stereotypes in the United States. Films and documentaries will serve as some of the major "texts" of this course. Students will be screenings films both at home and in class. Offered as AFST 263 and ETHS 263 and HSTY 263. Counts as a Human Diversity & Commonality course.

**HSTY 268. American Rebellion. 3 Units.**

This course examines rebellions in American history, assessing slave revolts, mass strikes, and urban uprisings in relation to several theories of race, class, gender and social movements. Through readings and lectures, we will seek to understand the relationship between oppression and rebellion. We will investigate why some uprisings succeed and others fail and explain what violent acts of dissent and disobedience teach us about the political culture of the United States. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**HSTY 270. Introduction to Gender Studies. 3 Units.**

This course introduces women and men students to the methods and concepts of gender 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 as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course.

**HSTY 271. Crime, Society, and Popular Culture in Early America. 3 Units.**

Since the late seventeenth century, American readers have been endlessly fascinated by the subjects of crime and punishment and especially by murders and other violent offenses committed in their own communities. Much as Americans today "consume" crime through movies, television, newspapers, magazines, mystery novels, "true crime" books, websites, podcasts, and popular music, so also did Americans of the 1670s through 1850s "consume" crime through a variety of popular genres, including execution sermons, criminal (auto)biographies, trial reports, and murder ballads. Since most convicted criminals in early America came from non-elite backgrounds (and often belonged to oppressed or otherwise subordinated social groups, including African Americans and Native Americans), such publications not only shed light on crime, punishment, the legal system, normative social values, power relations, and popular culture, but also provide historians with some of their most valuable sources on the day-to-day experiences of ordinary men and women. This seminar explores all of these topics. Each week, students will read topically-related clusters of early crime publications, usually in conjunction with relevant modern scholarship drawn from the fields of social history, legal history, psychology, criminology, and literary studies. The types of crimes explored include witchcraft, piracy, burglary, robbery, and various types of homicide, such as infanticide, familicide (men murdering their wives and children), and sexual homicide (or courtship murder). Each student will write several short analytical papers drawn from the shared readings and, at the end of the semester, complete an independent multi-modal, multi-draft research project.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 273. Race and Gender in Popular Culture. 3 Units.**

This course explores how notions of race and gender have been constructed, reflected and contested through American popular culture from the nineteenth century to the present. A special focus will be given to the reciprocal relationship between culture, politics and the economy, and the ways in which class, gendered, and racial identities reflected and shaped them. We will examine how different forms of popular culture, broadly defined as both cultural artifacts and as cultural practices provide us with new types of historical sources and how historians are using them to rethink historical questions such as labor struggles, empire, immigration, and democracy. Readings includes both primary and secondary documents and topics are organized chronology. In considering the multifaceted aspects of popular culture, we will examine how it became a useful prism to shape, express and influence notions of gender, sexuality, and race. Offered as HSTY 273 and WGST 273. Counts as a CAS Global & Cultural Diversity course.

**HSTY 274. Race and Medicine. 3 Units.**

Race, racism, and medicine have long been intertwined. Medicine has had a major role in the formation of the concept of race, and racism has had important roles in the development of modern medicine, and in the production of health inequalities. This course looks at these relationships from a historical point of view. Designed to be a part of the minor in African and African-American studies, it emphasizes African and African American history, though there will be opportunities for students who wish to explore other aspects of race, ethnicity, medicine. Topics will include the medical construction of race, African medical systems, medicine and slavery, human experimentation, health and segregation, anti-racist medicine, and continuing problems of health inequality. Counts as a CAS Global & Cultural Diversity course.

**HSTY 275. The History of Now: The United States Since 1980. 3 Units.**

This course provides a survey of U.S. history since 1980, examining both domestic and global contexts. Topics include the rise and fall of neoliberalism, U.S. wars and foreign policy, dramatic transformations in technology and media, political realignments, social and cultural changes, and the histories of our most divisive current debates. Aside from simply covering "what happened," we will attempt to go further and explore how historians think about contemporary events, place current events into longer historical contexts, develop skills in media literacy to better evaluate the quality of information we receive, and discuss the uses and misuses of historical analogies in public debate. We will also investigate the importance of structural narrative in making sense of historical events and processes: what questions do we ask of the past and why some questions and not others? Why do our questions about the past change over time? How do present circumstances affect our historical work? When do we draw our chronological boundaries; when do our stories start and when do they end? Counts as a Communication Intensive course.

**HSTY 276. Science in Space and Time: Where Science Happens. 3 Units.**

This course will focus on a range of different sites where science is produced, from the printing shops of the sixteenth century to the modern scientific laboratory, from botanical gardens to the ocean, and from astronomical observatories to computer simulations. By considering scientific production across these various sites at different moments in time, we will better understand what science is, how it works, and how it has changed. We will likewise consider not just the sites themselves but also the different geographic localities where they are found, and the ways in which geography and cultural difference affect the production of scientific knowledge. This course will combine historical, anthropological, sociological, and philosophical perspectives as we explore these topics.

**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, liberalism, and socialism), the rise of the bourgeoisie, culture in Europe's golden age, and increasing national rivalry and competition. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**HSTY 279. Islam in America. 3 Units.**

The United States is home to one of the most diverse Muslim communities in the world. Using a variety of primary and secondary sources, this course examines the rich history of Islam in the United States, from the 18th century to the present, as it relates to key moments within American politics, religion and culture, and to transnational developments in Islamic thought and practice. We will also explore important issues within contemporary Muslim communities, including gender, shari'a, and religious pluralism. In addition to studying the experiences of Muslim immigrants, students will also investigate the vital role of African-American Muslims and converts in the development of American Muslim institutions, beliefs and rituals. This course will also introduce students to the history of Islam in Cleveland, and provide them with the opportunity to contribute to original research on Muslim communities in our city. Offered as AFST 219, HSTY 279, RLGN 219, and WGST 219. Counts as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 282. Modern Native American History. 3 Units.**

This course is the second half of the two-semester survey of Native American history. This course will introduce students to the modern American systems of inequality and racism and how Tribal nations and Native peoples have combated against or engaged with them. We will examine Federal assimilation and termination policies, Native responses to World Wars I & II, the Red Power Movement, Indigenous legal battles and lobbying, and the modern revitalization of Indian Country. This course will encourage students to think about the intersections of race, gender, sexuality, and class regarding Indigenous resistance, survivance, and persistence. Counts as a Human Diversity & Commonality course.

**HSTY 285. Psychedelics in History. 3 Units.**

How has historical context influenced the experience of psychedelic drugs? How has the experience of psychedelic drugs influenced historical context? These questions animate this global exploration of these powerful substances, which have been revered, idealized, vilified, banned, and revived. We will examine ritual, medicinal, and recreational uses of psychedelics, but will also see how those categories are not completely separable. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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—to 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 as a CAS Global & Cultural Diversity course.

**HSTY 289. Reform, Revolution, Republics: 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 as a CAS Global & Cultural Diversity course.

**HSTY 294. History of Nature. 3 Units.**

What is nature, and what counts as natural? This course will examine the complicated and varied historical relationships between people and the natural world in the west. Like humans, nature, too, has a history, and its meanings, boundaries, and uses have changed dramatically over time. By studying those changes, we gain insight not merely into the world we inhabit and the ways that we have shaped it, for better or worse, but also into ourselves—our beliefs, values, and ambitions. The course will cover approaches to nature from the ancient Greeks to the modern anthropocene. We will look at how nature has been understood over time not only through texts but also through art, objects, and film. The course will include visits (real or virtual) to various local sites in order for us to pursue these themes in a hands-on way. Topics covered will include the moral authority of nature, visual depictions of nature across cultures, and the ways in which ideas of nature have historically related to ideas of race and society. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Counts as a Understanding Global Perspectives course.

**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 301. Identity Theft, 1500-1800. 3 Units.**

Religious persecution during the early modern period (16th-18th centuries) compelled Jews to attend Mass, Muslims to baptize their children and Protestants to count Hail Marys on a rosary. European exploration of Asia, Africa and the Americas inspired an Englishman to pass himself off as Taiwanese and an African to present himself as a European. The choice between marriage and a convent led one woman to cut off her hair, sew her skirt into britches and make herself into a conquistador in Peru. In pursuit of social mobility, courtiers remade themselves to suit the conventions of the court. Posing, passing and pretending, these Europeans crossed lines of religion, gender, race and class. Today we might call some of these figures impostors but praise others as self-made men and women. What was the difference between lying and self-fashioning in sixteenth-, seventeenth- and eighteenth-century Europe? What forces and phenomena compelled people to remake themselves? Was the early modern period the age of identity theft?

**HSTY 303. History of Early Christianities: First-Fourth Centuries CE. 3 Units.**

Through primary source readings in translation, secondary source readings, written assignments, lectures, and in-class discussion, students will explore the development of diverse traditions of Christianity from the first through the fourth centuries CE. Emphasis is placed on the variety of early Christian views of salvation, religious authority, cosmology and morality, as well as the changing relationship between Roman society and government and Christian individuals and traditions. Offered as HSTY 303 and RLG 373. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**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 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 313. Comparative White Supremacy. 3 Units.**

White supremacy is a set of assumptions, ideas, and practices that pervade the globe. Far from an outgrowth of something inscrutable like "hate" or "human nature," white supremacy emerged in history amid specific circumstances. Topics will include colonialism, slave trades, the history of the nation state, scientific racism, Social Darwinism, and institutionalized racism in liberal democracies. It will be globally-comparative, focusing on former "white settler colonies." Having taken the class, seminar participants will understand whence today's manifestations of white supremacy came. Put another way, hope for dismantling white supremacy depends on understanding its historical footings. Offered as HSTY 313 and HSTY 413. Counts as a CAS Global & Cultural Diversity course. Counts as a SAGES Departmental Seminar course.

**HSTY 314. Innovation and French Science: Past, Present, and Future. 3 Units.**

The French scientific enterprise over the past 250 years has been buffeted by politics, war, civil unrest, and economic and societal changes. This study abroad course examines the evolution of science in France in light of these influences, how women have played an outsized role relative to the U.S., and the centrality of the French to humanity's scientific endeavor over the centuries. Students will visit many important scientific venues, both historical and modern, around Paris and elsewhere in the country. Readings from a variety of sources – scientific, literary, historical – and informal meetings with French scientists, engineers, and students will provide a comprehensive portrait of French science and scientific history from a variety of perspectives. The course will be conducted in English, although there is ample opportunity to interact in French if the student desires. The course meets the CAS Global & Cultural Diversity Requirement and may meet breadth requirements in certain programs. Not available for credit to students who have completed FRCH 328/428, PHYS 333, WGST 333, or WLIT 353/453. Offered as CHEM 314, HSTY 314, PHYS 314, and WGST 314. Counts as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 316. Alexander the Great: Materials and Methods. 3 Units.**

This seminar is the Disciplinary Communication course for majors in Ancient Near Eastern and Egyptian Studies (ANEE) and Classics (CLSC), though it can also be taken for regular credit in ANEE, CLSC or HSTY by any undergraduate or graduate student. The course offers students a firm grounding in the disciplines of Ancient Near Eastern, Egyptian, and Classical Studies with an emphasis on the diverse materials (particularly primary source material), methods, and approaches that can be brought to bear on the study of these ancient cultures. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields, including historiography, chronology, 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 the conventions found in the fields of Ancient Near Eastern, Egyptian and Classical Studies. Offered as ANEE 316, CLSC 316, CLSC 416, HSTY 316 and HSTY 416. Counts as a CAS Global & Cultural Diversity course. Counts as a Disciplinary Communication course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**HSTY 318. History of Black Women in the U.S.. 3 Units.**

This course focuses on the history of black women in the United States. Moving from enslavement to the present, this course is designed to give you an overview of the lived experiences of women of African descent in this country. This course will focus on themes of labor, reproduction, health, community, family, resistance, activism, etc., highlighting the diversity of black women's experiences and the ways in which their lives have been shaped by the intersections of their race, gender, sexuality, and class. Throughout the course, students will be exposed to lectures, readings, films, and class discussion that will enable them to analyze the impact of various forms of human difference on lived experiences and individual and collective choices made by black women throughout American history. Offered as AFST 318, ETHS 318, HSTY 318, and WGST 318. Counts as a Human Diversity & Commonality course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 323. Fascism in America. 3 Units.**

In recent years, there is a growing public discussion about the rise of fascist trends and movements in America. This course will explore the historic roots of this discussion, focusing on the period between the late nineteenth century and McCarthyism in the early 1950s. Using both primary and secondary sources, we will examine in class the origins and manifestations of fascist ideas in the American context, looking at topics such as government repression, racism, nativism, the rise of the surveillance state, red scares, and immigration persecution. Students will engage in thinking of the long history of undemocratic forces in America and their place in American culture, as well as how their legacies shape our political landscape today. Offered as HSTY 323 and HSTY 423.

**HSTY 327. History of Labor & Unions in Business & Society; What Executives Need to Know to Manage Effectively. 3 Units.**

This course will explore the history of work and "what unions do" from colonial times to the present with the focus on the evolution of labor and industry in America. Perspectives on work, worker organizations, employers, and the response of large industrial entities in historical and contemporary contexts, will be considered as these perspectives were shaped by immigrant status, race, ethnicity, religious views, as well as local and global economic, political, and social factors. The course is designed to provide students the knowledge and tools needed to manage effectively and collaboratively with unions. Themes include "Who Built America," a history of laboring people in America, the organization of workers and accompanying management ideologies, the relationship of unions to productivity and Democratic processes. We will study how immigrant organizations, established Churches, and local political parties reacted to early union organizing movements as well as the reaction of political and industrial elites. Readings and discussions will also cover the sources and forms of conflict between workers and employers, changes in technology, production, and workplace organization in an emerging market and capitalistic society. Students will consider the impact of immigration, racism and sexism in the labor movement and diverse types of unions and worker associations formed during select periods in American history. Throughout the course we will revisit the on-going debate over the goals and purposes of unions and best ways to manage the organizational and political processes associated with unionization. Students will study how labor unions were and are affected by an international economy as well as how working people and their unions impacted and shaped society and political processes through sometimes mutual (and often antagonistic) interaction. We will look at how the labor movement's ability to improve their members' living standards and working conditions widely fluctuated throughout history. Students will have an opportunity to engage with local unions and union management organizations to study contemporary local and global questions and controversies surrounding police unions, those representing Amazon or Starbucks employees, and the actions of unions in entertainment or sports industry. We will revisit best practices; essential for those who will eventually manage in industry, international corporations, arts and education, and the non-profit world, to work empathetically, collaboratively, and efficiently with unionized employees. The course includes actual local engagement with unions and union members. Offered as HSTY 327 and ORBH 320. Counts as a Local & Global Engagement course.

**HSTY 332. European International Relations 1789-1945. 3 Units.**

Presents 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. It illuminates ethical questions of war and peace, race and gender; it views the world as a global unit; and it explores European relations with peoples outside of Europe in the era of racist imperialism and aggressive nationalism. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**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 superpowers, 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. It illuminates ethical questions of war and peace, racism and genocide, social justice and social welfare, gender and sexual identity; it brings a global counterpoint that helps erode the baleful myth of American exceptionalism; and it provides a model of public accommodation to a traumatic and destructive historical episode that contrasts with public debate about coming to grips with the past of the United States. Counts as a CAS Global & Cultural Diversity course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**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 a CAS Global & Cultural Diversity course. Counts as a SAGES Departmental Seminar course.

**HSTY 343. Racial Capitalism. 3 Units.**

This course examines the utility of the concept of racial capitalism. What is racial capitalism and does the term help us conceptualize how capitalism actually works or does it conflate and confuse distinct forms of oppression? Through readings that explore the relationship between capitalism and race, we will seek to better understand the origins of capitalism, the history of commodifying enslaved laborers, the making of legally free workforces, and the ideologies that rationalize the super exploitation of racialized citizens and noncitizens. Offered as HSTY 343 and HSTY 443. Counts as a CAS Global & Cultural Diversity course.

**HSTY 345. The Modern European City. 3 Units.**

An examination of social, cultural, political, economic, and architectural and urban planning aspects of life in European cities in nineteenth and twentieth centuries. The principal focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. Case studies may include London, Paris, Berlin, Vienna, and cities in eastern Europe and southern Europe. Offered as HSTY 345 and HSTY 445. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 349. 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 100,000 page views 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. Offered as HSTY 349, HSTY 449, HUMN 349, and HUMN 449. Counts as a Disciplinary Communication course. Counts as a Local & Global Engagement course.

**HSTY 353. In Her Shoes Part I: Multicultural U. S. Women's History, 1600-1877. 3 Units.**

The images and realities of women's social, political, and economic lives in early America. Uses primary documents, biographies, historical monographs and period fiction and poetry to observe individuals and groups of women in relation to legal, religious, cultural, and social limitations and freedoms. Offered as HSTY 353, WGST 353, and HSTY 453. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course.

**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 as a CAS Global & Cultural Diversity course.

**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 357. Advanced Readings in Native American History. 3 Units.**

This course surveys current research on Native American history covering a variety of topics from early contact with Europeans in the 16th century to modern Indigenous social and political movements of the 20th century within the modern United States. We will supplement these works with key articles and classic studies in order to assess scholarly trends that have shaped the field, particularly in the last decade. Students will consider how Native Americans experienced enormous economic, demographic, cultural and political challenges, and what kinds of strategies for survival they employed. This course will examine interactions between sovereign Native American nations, European empires, and the United States from Indigenous perspectives. This includes a recognition that Native America was a diverse place with many cultures constructed with distinct racial, gender, religious, and economic class structures, which will be given significant attention in this course. In addition to these themes, we will consider methodology, conceptual frameworks, and research challenges and strategies that inform the researching and writing of Native American history. These include expanding the "archive", "decolonizing" our choice of terms and frameworks, reconsidering borders (national, colonial, historical), discussing new best practices about engagement with Indigenous subjects/communities as part of scholarship, looking beyond the gender assumptions of those who created documents at the base of much documentary evidence. Offered as HSTY 357 and HSTY 457. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 a SAGES Departmental Seminar course.

**HSTY 363. 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 as a CAS Global & Cultural Diversity course.

**HSTY 371. Jews Under Christianity and Islam. 3 Units.**

This course examines the social and political status of Jews under Muslim and Christian rule since the Middle Ages. Themes include interfaith relations, Islamic and Christian beliefs regarding the Jews, Muslim and Christian regulation of Jewry, and the Jewish response. Offered as HSTY 371, JWST 371 and RLGN 371. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**HSTY 372. Africa's International Relations 1945 to the Present. 3 Units.**

This course examines the development of Africa's international relations from World War II to the present. The period covers the decolonization era and the period after independence. It will focus on three key aspects of the continent's international relations: intra-African relations, relations with the major powers and emerging economies, and relations with the African Diasporas. It will explore the complex, contradictory, and rapidly changing political, economic, social, cultural, strategic and geopolitical forces that shaped these relations separately and in their interconnections. Offered as AFST 372, HSTY 372, and POSC 372.

**HSTY 373. 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, childbearing, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts as a CAS Global & Cultural Diversity course.

**HSTY 378. 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 from 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.



**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 understandings 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 as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**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 JWST 389. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**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 HPSC 390 and HSTY 390 and PHIL 390. Counts as a Capstone Project course. Counts as a SAGES Senior Capstone course.

**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 AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**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. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 a SAGES Senior Capstone course. Prereq: Majors only, Senior standing.

**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 student standing.

**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 student standing.

**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 student standing.

**HSTY 413. Comparative White Supremacy. 3 Units.**

White supremacy is a set of assumptions, ideas, and practices that pervade the globe. Far from an outgrowth of something inscrutable like "hate" or "human nature," white supremacy emerged in history amid specific circumstances. Topics will include colonialism, slave trades, the history of the nation state, scientific racism, Social Darwinism, and institutionalized racism in liberal democracies. It will be globally-comparative, focusing on former "white settler colonies." Having taken the class, seminar participants will understand whence today's manifestations of white supremacy came. Put another way, hope for dismantling white supremacy depends on understanding its historical footings. Offered as HSTY 313 and HSTY 413. Counts as a CAS Global & Cultural Diversity course. Counts as a SAGES Departmental Seminar course.

**HSTY 416. Alexander the Great: Materials and Methods. 3 Units.**

This seminar is the Disciplinary Communication course for majors in Ancient Near Eastern and Egyptian Studies (ANEE) and Classics (CLSC), though it can also be taken for regular credit in ANEE, CLSC or HSTY by any undergraduate or graduate student. The course offers students a firm grounding in the disciplines of Ancient Near Eastern, Egyptian, and Classical Studies with an emphasis on the diverse materials (particularly primary source material), methods, and approaches that can be brought to bear on the study of these ancient cultures. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields, including historiography, chronology, 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 the conventions found in the fields of Ancient Near Eastern, Egyptian and Classical Studies. Offered as ANEE 316, CLSC 316, CLSC 416, HSTY 316 and HSTY 416. Counts as a CAS Global & Cultural Diversity course. Counts as a Disciplinary Communication course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**HSTY 421. Epidemics in History. 3 Units.**

The history of epidemics and pandemics, focusing on select cases. Topics will include social origins of epidemics, the evolution of scientific responses, stigma and blame, the comparative study of political and state responses, social and cultural effects of epidemics, and the representation of infectious disease in fiction.

**HSTY 423. Fascism in America. 3 Units.**

In recent years, there is a growing public discussion about the rise of fascist trends and movements in America. This course will explore the historic roots of this discussion, focusing on the period between the late nineteenth century and McCarthyism in the early 1950s. Using both primary and secondary sources, we will examine in class the origins and manifestations of fascist ideas in the American context, looking at topics such as government repression, racism, nativism, the rise of the surveillance state, red scares, and immigration persecution. Students will engage in thinking of the long history of undemocratic forces in America and their place in American culture, as well as how their legacies shape our political landscape today. Offered as HSTY 323 and HSTY 423.

**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 as a CAS Global & Cultural Diversity course.

**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 as a CAS Global & Cultural Diversity course.

**HSTY 439. Freud and the Psychoanalytic Movement. 3 Units.**

This is a course in the social history of ideas, which will examine the roots and development of psychoanalysis, and consider several major post-Freudian innovators. It will conclude with interpretations of the social context and social effects of psychoanalysis. Offered as HSTY 239 and HSTY 439.

**HSTY 443. Racial Capitalism. 3 Units.**

This course examines the utility of the concept of racial capitalism. What is racial capitalism and does the term help us conceptualize how capitalism actually works or does it conflate and confuse distinct forms of oppression? Through readings that explore the relationship between capitalism and race, we will seek to better understand the origins of capitalism, the history of commodifying enslaved laborers, the making of legally free workforces, and the ideologies that rationalize the super exploitation of racialized citizens and noncitizens. Offered as HSTY 343 and HSTY 443. Counts as a CAS Global & Cultural Diversity course.

**HSTY 445. The Modern European City. 3 Units.**

An examination of social, cultural, political, economic, and architectural and urban planning aspects of life in European cities in nineteenth and twentieth centuries. The principal focus will be the transition of medieval and early modern cities to modern metropolises, both spatially and socially. Case studies may include London, Paris, Berlin, Vienna, and cities in eastern Europe and southern Europe. Offered as HSTY 345 and HSTY 445. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a SAGES Departmental Seminar course. Counts as a Understanding Global Perspectives course.

**HSTY 447. WWII from the British Empire Perspective. 3 Units.**

This seminar 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.

**HSTY 449. 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 100,000 page views 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. Offered as HSTY 349, HSTY 449, HUMN 349, and HUMN 449. Counts as a Disciplinary Communication course. Counts as a Local & Global Engagement course.

**HSTY 453. In Her Shoes Part I: Multicultural U. S. Women's History, 1600-1877. 3 Units.**

The images and realities of women's social, political, and economic lives in early America. Uses primary documents, biographies, historical monographs and period fiction and poetry to observe individuals and groups of women in relation to legal, religious, cultural, and social limitations and freedoms. Offered as HSTY 353, WGST 353, and HSTY 453. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Moral & Ethical Reasoning course. Prereq: Graduate student standing.

**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 as a CAS Global & Cultural Diversity course. Prereq: Graduate student standing.

**HSTY 457. Advanced Readings in Native American History. 3 Units.**

This course surveys current research on Native American history covering a variety of topics from early contact with Europeans in the 16th century to modern Indigenous social and political movements of the 20th century within the modern United States. We will supplement these works with key articles and classic studies in order to assess scholarly trends that have shaped the field, particularly in the last decade. Students will consider how Native Americans experienced enormous economic, demographic, cultural and political challenges, and what kinds of strategies for survival they employed. This course will examine interactions between sovereign Native American nations, European empires, and the United States from Indigenous perspectives. This includes a recognition that Native America was a diverse place with many cultures constructed with distinct racial, gender, religious, and economic class structures, which will be given significant attention in this course. In addition to these themes, we will consider methodology, conceptual frameworks, and research challenges and strategies that inform the researching and writing of Native American history. These include expanding the "archive", "decolonizing" our choice of terms and frameworks, reconsidering borders (national, colonial, historical), discussing new best practices about engagement with Indigenous subjects/communities as part of scholarship, looking beyond the gender assumptions of those who created documents at the base of much documentary evidence. Offered as HSTY 357 and HSTY 457. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course.

**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 a SAGES Departmental Seminar course.

**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 as a CAS Global & Cultural Diversity course.

**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 from 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 student standing.

**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 student standing.

**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, childbearing, and menopause, before exploring the cultural relationship between women and psychological disorders. Offered as HSTY 373, HSTY 473, and WGST 373. Counts as a CAS Global & Cultural Diversity course. Prereq: Graduate student standing.

**HSTY 474. Race and Medicine. 3 Units.**

Race, racism, and medicine have long been intertwined. Medicine has had a major role in the formation of the concept of race, and racism has had important roles in the development of modern medicine, and in the production of health inequalities. This course looks at the history of these relationships. Designed for graduate students interested in African and African American Studies. It emphasizes African and African American history, though there will be opportunities for students who wish to explore other aspects of race, ethnicity, medicine. Topics will include the medical construction of race, African medical systems, medicine and slavery, human experimentation, health and segregation, anti-racist medicine, and continuing problems of health inequality.

**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 student standing.

**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 student standing.

**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 student standing.

**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 AFST 393, HSTY 393, HSTY 493, and ETHS 393. Counts as a CAS Global & Cultural Diversity course. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course.

**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. Counts as a Communication Intensive course. Counts as a Human Diversity & Commonality course. Counts as a Understanding Global Perspectives course. Prereq: Graduate student standing.

**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 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.