

# HISTORY COURSE DESCRIPTIONS

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## **FSS 190 OX**

### **FRESHMAN SEMINAR**

#### **Ideas and Power in Latin American History**

T 9:30am-12:00pm AA621

DR. EDUARDO ELENA

Latin America has long been a region characterized by utopian hopes and grand designs for the future. It has also been a region marked by deeply pessimistic thinking about the obstacles to realizing these high ambitions. This class has two main purposes. The first is to introduce first-year students to the history of Latin America by focusing on rival intellectual currents and their political application as visions of progress. Focusing on the twentieth century, the course readings explore how Latin Americans of diverse backgrounds grappled with ideas for affecting social change. The second (and equally important) purpose of the class is to sharpen student skills for critical thinking, reading, and writing, which are essential for success in college and beyond. The course does not require any prior familiarity with Latin America, its languages, or its history.

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## **HIS 101 C**

### **HISTORY OF THE UNITED STATES, I**

MWF 10:10am-11:00am

DR. RICHARD GODBEER

**THIS COURSE REQUIRES A DISCUSSION SECTION: PLEASE SELECT *ONE* OF THE FOLLOWING SECTIONS WHEN REGISTERING FOR THIS COURSE: HIS 101 3C, HIS 101 3E, HIS 101 3G, HIS 101 3H.**

This course introduces undergraduate students to major themes in the history of the United States from colonization to the collapse of the union in the middle of the nineteenth century. It explores Early American history from a variety of perspectives, including aspects of its social, political, cultural, religious, and economic history. The course also seeks to engage students in the practice of history directly, to help them understand the nature of historical interpretation and how historians construct their arguments. To this end, the readings for this course will focus mainly on the analysis of primary sources (materials actually written at the time). Students will learn to read sources critically and to construct reasoned arguments derived from and supported by the original documents themselves.

The course has five components: lectures addressing major themes in Early American history; primary documents; a text book to provide narrative background; discussion meetings at which you have an opportunity to discuss the primary documents; and written assignments, which will consist of two short papers, a midterm examination, and a final examination.

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## **HIS 131 D**

### **DEVELOPMENT OF WESTERN CIVILIZATION, I**

MWF 11:15am-12:05pm

DR. WILLIAM NELSON

**THIS COURSE REQUIRES A DISCUSSION SECTION: PLEASE SELECT *ONE* OF THE FOLLOWING SECTIONS WHEN REGISTERING FOR THIS COURSE: HIS 131 3D, HIS 131 3E, HIS 131 3G, HIS 131 3H.**

This course analyzes the development of Western Civilization from the earliest human societies through the middle of the seventeenth century (circa 1650). Over the semester we will consider a variety of topics that include not only intellectual developments, politics, and institutions, but also the experiences of a wide range of “Western peoples.” Each week will be devoted to a particular topic and treated in three different ways. On Mondays, lectures will focus on the broad historical background (“Background”). On Wednesdays, we will then examine one significant aspect of that topic or period in detail (the “Focus”). For instance, in dealing with the world of late antiquity, we will first consider the spread of Christianity, the birth of Islam, and the culture of the Byzantine empire. The next class period will then address issues of what it meant to live in multi-cultural and multi-religious societies. Discussions (held on Fridays) will build on the two lectures and be devoted to “Debates and Interpretations” generally based on a particular reading. In the case of late antiquity, for instance, we will delve deeply into the story of the female mathematician, astronomer, and Platonic philosopher, Hypatia of Alexandria (d. 415 C.E.) Assignments will include a midterm and final examination, as well as two short papers (4-5 pages each).

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**HIS 161 S                    HISTORY OF LATIN AMERICA, I**

TR 3:30pm-4:45pm

DR. MARTIN NESVIG

This course is a broad survey of Latin American peoples from the pre-Hispanic period to the eighteenth century. The principal themes of the course are cultural, intellectual, religious, and social developments in broad geographic and epochal contexts. A region that experienced the contact and interaction of peoples from the Americas, Iberia, and Africa resulted in a highly diverse, wide ranging mosaic of political structures, cultural patterns, social rules, and religious systems. Topics may include: pre-contact groups; Spanish conquest; demographic collapse; missionary religious activities; debates on the legitimacy of the conquest; religious syncretism; African slavery and diaspora; sugar and plantations; food and agriculture; women and gender; Indian and Iberian cultural interaction; trans-Atlantic trade and navigation. While the course will cover a wide a range of areas, regions of topical focus will include Mexico, the Spanish Caribbean, the Andean highlands, and Brazil. The course will also develop themes of trade, piracy, social development, and ethnic mixture through case studies of cities like Santo Domingo, Cartagena, Potosí, Buenos Aires, and Bogotá.

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**HIS 200 UY                    AFRICA AND CUBA**

R 6:25pm-9:05pm

DR. EDMUND ABAKA

This course examines the relationship between Cuba and Africa from the period of the slave trade to late 1990s. The course is divided into three sections. Section one deals with Cuba and Africa during the period of the slave trade. It focuses on the forced migration of Africans to Cuba, the contribution of the enslaved to the growth and development of Cuba and the impact of the African presence on the island. The next section will deal with the Cuban revolution and the contribution of Cuba's Black population to the revolution. It will analyze the impact of the revolution on race relations in Cuba.

In the final section, we shall emphasize Cuba's Africa policy from the Cuban revolution to the independence of Angola, Mozambique, Guinea Bissau, Cape Verde and Principé. This section is designed to answer certain fundamental questions: Why did a small country like Cuba play such a preponderant role in Africa during the decolonization period, a time of heightened antagonism due to the Cold War between the superpowers? What exactly did Cuban soldiers do in the Congo, Angola, Mozambique, Guinea Bissau and Cape Verde? Was Cuba a proxy for the Soviet Union or was Fidel Castro pursuing a Cuban agenda? What was the thinking behind Castro's African policy? Finally, Cuba trained African youth as doctors, engineers and technicians on the Isle of Youth. The Cuban-trained African professionals returned to their respective countries in Africa to help rebuild their countries. Their stories have not yet been told and it is our intention to discuss some of their personal stories.

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**HIS 209 KY                    AFRICAN- AMERICAN HISTORY TO 1877**

W 6:25pm-9:05pm

DR. DONALD SPIVEY

The course this semester focuses on the themes of "African retention" and "Black self-assertion" as we examine the history of people of African descent in the United States from African roots through the emergence of the Jim Crow era. Special attention is given to such topics as the African connection, resistance, the slave trade and slavery, the black experience in colonial New England, black abolitionism and the Civil War, African-American leaders, the all-black towns of the West, and African-American culture including music, food, and sports. The reading list, as usual, is extensive and engaging. The format of the course consists of lectures with designated periods for class discussion of the readings. Lectures are supplemented with slides and tapes from the instructor's vast collection. The student's grade for the course shall be based on a midterm examination (25%), five book reviews (50%; 10% each), and a comprehensive final examination (25%). All examinations are of the essay variety. Contribution to class discussion will count for extra credit.

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**HIS 225 0                    HISTORY OF MODERN BUSINESS ENTERPRISE**

TR 9:30am-10:45am

DR. MICHAEL MILLER

This course, designed primarily for Juniors and Seniors, will examine the evolution and comparative history of modern business in the United States, Europe, and Japan. It will consider the factors that promoted and accompanied the emergence of large business firms, and how these patterns varied in major industrial countries across the world. There will be a strong focus on the history of individual firms as examples, but national business histories will also be taken into account. Other subjects will include cultural factors in business development, colonial enterprise, and the role of big business in Nazi-occupied Europe. Classes will consist of a mix of lectures and discussions of readings.

**HIS 254 R****COLD WAR IN AMERICAS****Revolution, Nation, and Empire: Cold War in the Americas**

TR 2:00pm-3:15pm

DR. EDUARDO ELENA

Although the Cold War is commonly thought of as a bloodless standoff between the United States and the Soviet Union, this era was one of enormous upheaval and violently “hot” conflict in most of the world, including Latin America. This course will examine the causes and lasting consequences of political turmoil in the Americas during the Cold War era (late 1940s to late 1980s). The readings and lectures will explore key issues such as the emergence of new political currents on the Left and Right, the impact of U.S. intervention on the domestic affairs of Latin American nations, armed struggle between advocates of revolution and counter-revolution, and the provocative cultural movements of the era.

**HIS 288 R****EUROPE AFTER HITLER**

TR 2:00pm-3:15pm

DR. DOMINIQUE REILL

This course covers the political, social, cultural, and economic history of Europe from the fall of Hitler to the present. It focuses on the construction, and eventual deconstruction, of the Cold War order, and also pays critical attention to the shifting notion of European identities since 1945. Particular consideration will be devoted to several themes: the lingering scars of Nazism, collaboration, and the Holocaust; the emergence of a stable Cold War political and economic partition of Europe; the rise of mass consumer society and the influence of “Americanization” on both sides of the Cold War divide; decolonization and immigration; the birth and development of the European Community; the collapse of Communism in Eastern Europe and the rebirth of virulent nationalism in the 1990s; and the future of the European Union.

**HIS 300 Q****MODERN U.S. PRESIDENCY AND THE MASS MEDIA**

TR 12:30pm-1:45pm

DR. GREG BUSH

This course will trace the dynamic relationship between the presidency and the mass media from the late nineteenth century to the present. It will range from presidential rhetorical strategies to government wartime censorship and propaganda, from campaigns to diplomacy. Using You Tube as well as a variety of video clips, powerpoints and websites, we will examine how the public sphere has changed as the media have “evolved” alongside new stereotypes, fears and relentlessly ambitious political personalities. Classes will include student powerpoints, group research efforts and assessment of contemporary presidential strategies.

**HIS 315 D****IMPERIAL CHINA**

MWF 11:15am-12:05pm

DR. STEPHEN HALSEY

History of China from the origins of Chinese civilization to 1798. Beginning with the states of ancient China, the course covers the creation of the Confucian imperial order during the Han and its restoration under successive dynasties, as well as China’s relations with the Mongols and other Central Asian peoples, and concludes with the Qing (Manchu) dynasty at its height.

**HIS 318 F****MODERN CARIBBEAN HISTORY**

MWF 1:25pm-2:15pm

DR. KATE RAMSEY

This course will introduce students to major topics, debates, and themes in Caribbean history from the late eighteenth century to the present day. We will begin with the Haitian Revolution and its far-reaching effects across the Atlantic world and beyond. Major areas of focus thereafter include the expansion of the sugarcane economy and slavery in Cuba; the anti-slavery struggles of international abolition groups and enslaved people themselves; emancipation across the British, French, Danish, Dutch, and Spanish Caribbean colonies; large-scale social movements of the formerly enslaved and their descendants over land, labor, and political representation; the impact and experience of Indian, Chinese, and African immigration to post-emancipation Caribbean societies as indentured workers; the so-called Spanish-American War of 1898 and the United States' increasing influence and intervention in the region as an imperial power, focusing on the occupations of Haiti and the Dominican Republic; the popularity and significance of Marcus Garvey's Universal Negro Improvement Association across the region in the 1920s; the impact of WWII in the Caribbean; the Trujillo regime in the Dominican Republic; Cuba under Batista and the 1959 Revolution that brought Castro to power; the Duvalier regime in Haiti; decolonization and political independence in the former British Caribbean; the Rastafarian and Black Power movements during the 1960s and early 1970s; the histories of the "status question" in parts of the Caribbean that have not achieved—or necessarily sought— independence from colonial powers; Caribbean migration and diaspora, with a focus on Puerto Rican "transnationalism"; the history and politics of debt, dependency, and development, and the impact of tourism. Throughout the course, students will be challenged to recognize the modern Caribbean's diversity, while at the same time thinking comparatively and synthetically about the region's political, economic, social, and cultural histories.

**HIS 325 O****THE EARLY MIDDLE AGES: EUROPE, 450-1095**

TR 12:30pm-1:45pm

DR. HUGH THOMAS

This course covers the history of Western Europe (with some coverage of Byzantium and the Islamic world as well) from the collapse of the Western Roman Empire to the beginning of the Crusades. Topics will include the loss and survival of Roman culture, the barbarians, the Carolingian Empire, the Vikings, and the spread of Christianity. There will be a main textbook and four or five other books containing sources written in the period. Grades will be based on class participation, weekly questions on the main textbook, midterm, final, and at least one paper.

**HIS 327 O****RENAISSANCE IN FLORENCE AND VENICE**

TR 9:30am-10:45am

DR. GUIDO RUGGIERO

This course will focus on the social and cultural worlds of the Italian Renaissance c. 1300-1550. Across this span of time five large centers of power won political and economic dominance in Italy: Florence, Venice, Milan, Rome, and the Kingdom of Naples, only to slowly fall under the shadow of larger powers beyond Italy over the course of the sixteenth century. But perhaps more significantly the period was marked off by the rise and transformation of a new social elite, the *popolo grosso* and the flourishing of new cultural and social forms especially in regards to gender, family and sexuality that reflected their values. And at the same time it was a period of unique cultural contact and conflict between the world of everyday life and the elite worlds of Church, State, and Book. The course will trace the intricate interrelationships of these developments and conflicts focusing on the perhaps leading two cities of the renaissance: Florence and Venice.

**HIS 332 D****ENGLAND (1485-1815)**

MWF 11:15pm-12:05pm

DR. KARL GUNTHER

How did Henry VIII's love life create problems that would plague England for centuries? Was Queen Elizabeth's reign really a "golden age"? How did England go from being a minor European kingdom to the center of a massive global empire? In the midst of these national developments, how did the lives of common people change? This course will answer these questions by tracing the political, religious, economic, social, and cultural history of the British Isles during the early modern period. Our readings will concentrate on primary sources like Thomas More's *Utopia*, a Shakespeare play, and personal diaries.

**HIS 335 Q****FRENCH REVOLUTION AND NAPOLEON**

TR 12:30PM-1:45PM

DR. WILLIAM NELSON

In this course we will explore the causes and the consequences of France's Great Revolution of the 18<sup>th</sup> century. Special attention will be given to mass movements in the towns and in the countryside. The theme of popular empowerment will be central to the historical interpretation offered in this course. Students will have an opportunity to read memoirs of participants in the revolution and in the Empire.

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**HIS 340 P****GERMANY SINCE 1815**

TR 11:00am-12:15pm

DR. HERMANN BECK

This is a lecture course on modern German history, from the Congress of Vienna in 1815 to the re-united Germany of 1990, with a focus on the period before 1945. To bring the past to life, lectures will be supplemented occasionally by documentary films. The course concentrates on the social, political, and cultural history of Germany between Bismarck and Hitler. The main topics of discussion include the German states before and during the revolutions of 1848, Prussian policy and German unification during the 1850s and 1860s, Bismarck's foreign policy, the political history of the Empire, the origins and the course of the First World War, Versailles and the history of the Weimar Republic, Hitler's rise to power and the politics of Nazi Germany between 1933 and 1939, Germany during the Second World War, the Holocaust, and, at the end of the semester, a brief synopsis of the history of the two Germanys since 1949.

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**HIS 360 T****MODERN LATIN AMERICA**

TR 5:00pm-6:15pm

DR. STEVE STEIN

Feature films, and to a lesser extent documentaries, since the early twentieth century have constituted a primary source for the general public's understanding of historical personalities, events and processes. This course analyzes films made in the U.S. and Latin America with regard to their historical value and their impact on forming historical perceptions about modern Latin America. The class focuses on four major topic areas: "Latin American and Latino Stereotypes in Hollywood Films," "Continuities and Changes in the Cuban Revolution," "Military, Regimes, Repression and Human Rights Violations," and "Poverty, Social Change and Social Violence." Each section involves lectures, the viewing of films and focused class discussions in which we compare and evaluate the films and other sources as effective history. In addition to participation in class discussions, students will write three original essays. Films to be viewed include *Lucía*, *Telón de Azúcar*, *The Official Story*, *The Judge and the General*, *City of God* and *Bus 174*. The films will be on reserve in the Library, but it is highly recommended that students take out a Netflix membership for the semester.

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**HIS 362 P****AMERICAN REVOLUTION**

TR 11:00am-12:15pm

DR. ASHLI WHITE

Beginning with an examination of British North America in the 1760s, this course considers in depth the causes of the American Revolution and its significance for diverse segments of the population (various Native American nations, African Americans, and Euro-Americans of different ethnic backgrounds, religious proclivities, and political leanings). Our scrutiny of this era will incorporate multiple historical vantage points: we will think of the American Revolution not only as a political event, but also as a social and cultural experience. Our goal is to come closer to understanding what the revolution meant for the people who lived through it.

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**HIS 367 UX****CONTEMPORARY AMERICA****The Sixties**

T 6:25pm-9:05pm

DR. DONALD SPIVEY

DR. TIM WATSON/ENG 395

DR. DAVID WILSON/AMS 301

This course is an attempt to capture and convey to students the rich flavor of the dynamic social, cultural, and political events known as “The Sixties.” The course title appears in quotation marks because the time frame is only approximate. The idea is to present an historical/popular cultural picture of the United States in the era synonymous with the Vietnam War, the Civil Rights Movement, widespread college and university campus activism, and urban unrest. We will also address international events during this same period. The 1960s was a time of profound social, cultural, and political ferment around the world, and we will look at events in Mexico, the Caribbean, France and Britain, and Africa alongside the American course materials. Besides drawing on primary documents, fiction, poetry, and music of the period, we will draw on the personal experiences of faculty and staff who “were there,” many of whom participated in, or were eyewitnesses to, the dramatic challenges that occurred at that time of war, tumultuous political, gender and racial upheavals, and the momentous changes in the academy and intellectual discourse. We will endeavor to make connections between the ideas and events of the 1960s and more recent academic interest in women’s and gender studies, racial equality and diversity, post-colonial studies, revisionist history, and ethnography. Special attention will be given to period literature, film, television, advertising, fine art, and popular music such as folk, jazz, R&B, and rock.

The course will mix first-hand personal accounts from university faculty and staff with lectures, discussions, and film screenings. There will be no effort to exclude anyone of any political persuasion either past or present. Indeed, opposing points of view are encouraged. We think that anything that is as involved, convoluted, and multifaceted as the period we call “The Sixties” requires many personal perspectives of what we as students, faculty members, and a nation in flux felt so passionately about, and the meanings that we collectively and individually drew from living through it.

We are offering the course on Tuesday evenings to provide a convenient time for the lectures, videos, films, musical performances, personal testimony, panels, and open discussions we envision. We intend to close the course – as we have before – with a gala concert featuring 60s’ faculty singers and musicians from both the Coral Gables and Medical campuses.

We encourage you to register early. Overrides will not be possible.

## Texts:

(Subject to change):

- Alexander Bloom and Wini Breines, editors, “Taking it to the Streets”: A Sixties Reader
- William H. Chafe, *The Unfinished Journey: America Since World War II*
- John Updike, *Rabbit Redux*
- James Baldwin, *The Fire Next Time*
- Patricia Stephens Due and Tananarive Due, *Freedom in the Family: A Mother-Daughter Memoir of the Fight for Civil Rights*
- Daniel Ellsberg, *Secrets: A Memoir of Vietnam and the Pentagon Papers*

## Requirements:

Two 5-8-page papers (25% each; 50%)

Take-home midterm exam (25%)

Final exam (25%)

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**HIS 376 R****AMERICAN LEGAL CONSTITUTIONAL HISTORY**

TR 2:00pm-3:15pm

DR. SYBIL LIPSCHULTZ

The development of legal thought and practice in the context of American politics, economy and ideology during the twentieth century. Special consideration will be given to social movements and their treatment under rule of law.

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**HIS 379 O                    HISTORY OF THE OLD SOUTH**

TR 9:30am-10:45am

DR. MICHAEL BERNATH

This course examines the history of the Old South. We will discuss antebellum southern economic, social, and cultural development including the Cotton Boom, the growth and maturation of the plantation slave system, the southern defense of slavery, the growing political controversies with the North, and the development of a separate southern identity. We will look at the experiences of many different groups of southerners – male and female, black and white, slave and free, slaveholder and nonslaveholder. From these perspectives, we will attempt to discover what made this massive and diverse region into “The South,” and how this unifying concept of “southern-ness” came to be accepted by outsiders and southerners alike. By 1861, this notion of southern distinctiveness would prove strong enough to overcome even the bonds of nationhood, pulling white southerners down the road to independence, war, and ultimately the destruction of the Old South.

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**HIS 400 & HIS 500    DIRECTED READINGS**

**All 400 and 500 level directed readings require permission of instructor before signing up for course**

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**HIS 511 HX                    STUDIES IN ASIAN HISTORY**

**The Cold War in East Asia, 1945-1989**

M 4:30pm-7:00pm AA621

DR. STEPHEN HALSEY

This course examines the origins, historical events, and liquidation of the Cold War in East Asia from a transnational perspective. Assigned readings and lectures will develop three principal themes: the geographic, military, and political centrality of East Asia to the Cold War; the role of international trade and economic development in defining the conflict; and the importance of ideology in shaping the perception of national interests. In the first section of the course, we will discuss the dissolution of the Yalta System in Asia during the Chinese civil war, the subsequent growth of Soviet-American rivalry in areas such as Korea and the Taiwan Straits, and the reemergence of Japan as a regional economic and political actor. We then appraise China’s deepening ideological and political rift with the Soviet Union during the 1960s and its strategic realignment with the United States during the Nixon presidency. During week seven, we will explore American involvement in the Vietnam War, focusing in particular on the ways that it influenced the complex web of relationships with regional allies and opponents. In the final part of the class, we will evaluate the processes of democratization and economic development in states such as Taiwan and Korea, the unpredicted conclusion of the Cold War in the late 1980s, and its implications for East Asia in subsequent decades.

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**HIS 531 DY                    STUDIES IN EUROPEAN HISTORY**

**Europe and Globalization in Modern Times**

W 12:00pm-2; 30pm AA621

DR. MICHAEL MILLER

This class will investigate the historical meaning and development of globalization over the past half millennium. It will take up this subject largely through the perspective of the Europeans, who triggered an early form of global connectedness with their voyages of discovery and establishment of maritime empires, and who managed a largely Eurocentric global world through the end of the colonial era. However, throughout our concern will be to ask: What is Globalization? How should we understand it historically – how does globalization today compare with earlier forms of global connections, including non-Western ones? And, what have been the transnational effects of global flows and transfers? Among the subjects we will examine this semester are the linkages between globalization and migration, religion, commodities, culture, and international politics. The class will meet once each week for an intensive discussion of weekly readings.

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**HIS 536 DX                    STUDIES IN MEDIEVAL HISTORY**

**The Crusades**

M 11:30am-2:00pm AA621

DR. HUGH THOMAS

This course investigates the theory and practice of Christian holy war in the Middle Ages. It covers the scriptural passages used to justify the wars, the background to the ideology of crusading, and accounts of the wars themselves. Christian, Muslim, and Jewish sources from the Middle Ages will be used as well as more modern works. Grades will be based on weekly discussions and papers, which will include research into primary and secondary sources.

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**HIS 544 SX****STUDIES IN MODERN EUROPEAN HISTORY****Revolutionary Generations**

T 3:30pm-6:00pm AA621

DR. DOMINIQUE REILL

In 1848, throughout the continent of Europe, revolutions erupted demanding freedom, justice, the right to work, the equality of citizens, and liberation from oppression. Most of these revolts were led by children of the Napoleonic Wars, born under the shadow of twenty years of continental conflict and occupation. These Napoleonic war-babies were then raised in an ambience of social conservatism and restoration style politics and economies. Most often nicknamed “the Springtime of the Peoples,” participation in 1848 created an identity, that of the “’48ers,” and their experiences during revolt and the lessons learned therefrom would reshape Europe in the latter half of the nineteenth century.

In 1968, throughout the continent of Europe (and in the US, South America, and Japan), another wave of civil unrest was experienced. Students protested. Barricades were built. Workers went on strike. John Lennon sang “Revolution” while Prague idealists hoped to topple the USSR in their own “Springtime” revolt. Most of these movements were led by children of World War II, born, like their predecessors of 1848, in the shadow of continental conflict and occupation, followed by restoration style politics and economies. Most often nicknamed “the Year of the Barricades,” participation in 1968 created an identity, that of the “’68ers,” and their experiences during revolt and the lessons learned therefrom would reshape Europe in the latter half of the twentieth century. This seminar looks at these two revolutionary years and tries to understand the importance of generations as a catalyst for and/or consequence of historical change.

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**HIS 544 SY****STUDIES IN MODERN EUROPEAN HISTORY****Dangerous Ideas: Radical Books and Re-Imagined Worlds**

R 4:30pm-7:00pm AA621

DR. WILLIAM NELSON

The seminar will engage with some of the most dangerous and challenging ideas of eighteenth and nineteenth century Europe. We will study ideas that challenged the existing political order and aimed to overturn the social status quo, ideas that undermined centuries of religious belief and ideas that posed a new vision of what it meant to be a human being. Often times, the most challenging and dangerous ideas were associated with a variety of unusual and seemingly peripheral issues. We will look at how these seemingly strange and minor ideas played a significant role in the history of ideas. What role did an eccentric fashion sense play in the philosophy of freedom and the development of Liberalism? How did pornography play an important role in Enlightenment politics? Why did drunken revelry play a central role in Nietzsche’s philosophy? What role did sexual “perverts” play in the re-conception of the psyche? Why did utopian socialists think that they could make the oceans taste like lemonade? Through unusual questions like these, we will study many of the most important European thinkers of the eighteenth and nineteenth centuries, including Rousseau, Marx, Darwin, Mill, Nietzsche, and Freud. We will also analyze important developments in democratic politics, such as the French Revolution, the development of human rights, and the movement for women’s rights, as well as some of the most important “-isms” of the era: Romanticism, Liberalism, and Socialism.

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**HIS 553 OX****STUDIES IN COLONIAL LATIN AMERICAN HISTORY****History of the Book In the Iberian Atlantic World**

T 12:30pm-3:00pm AA621

DR. MARTIN NESVIG

This course offers a broad and global view of the history of the book in the Iberian Atlantic world in the early modern period (1492-1800). Themes we will discuss and examine may include: the history of the book as a genre; literary culture; humanism; Erasmianism; the culture of the baroque; censorship; the trans-Atlantic book trade; early modern best-sellers; Latin American literary production; missionary activities; Latin American indigenous language production. Authors to be read may include: Lucien Febvre, Mikhail Bakhtin, Natalie Zemon Davis, José Antonio Maravall, Clive Griffin, Anthony Pagden, Marcel Bataillon, Irving Leonard, Jorge Cañizares-Esguerra, James Lockhart, Kevin Terraciano, José Miranda, José Toribio Medina, Palau y Dulcet, Serge Gruzinski, Erasmus, Cervantes, Quevedo, Rabelais, Clavijero, Cortés, Sor Juana, Sahagún, Las Casas, Humboldt.

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**HIS 554 BX****STUDIES IN MODERN LATIN AMERICAN HISTORY****Slavery in the Atlantic World**

M 9:00am-11:30am AA621

DR. ASHLI WHITE

In this seminar we will examine slavery in the Atlantic World – from the origins of the African slave trade in the sixteenth century to emancipation in the Americas in the nineteenth century. The sweep of this subject is enormous, including dozens of countries/colonies over the course of hundreds of years. In light of this vastness and complexity, our treatment of this topic is necessarily selective, but provocative. The readings will help us think critically about the ways scholars have considered New World slavery – the questions they have asked, the evidence they have marshaled, and the answers they have formulated. The written assignments for the course are designed to foster your engagement in these debates.

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**HIS 554 KY****STUDIES IN MODERN LATIN AMERICAN HISTORY****Latin America's Urban Century**

W 6:25pm-9:05pm AA621

DR. STEVE STEIN

In the 20th and 21st centuries Latin America has experienced the most thoroughgoing changes in its history. Arguably, rapid urbanization during these years has been the region's most significant transformation. At the outset of this period, Latin America was some 20 percent urban and 80 percent rural. A century later, the ratio had become reversed. Large cities began to dot the Latin American landscape in the latter years of the 19<sup>th</sup> century in response to the rapid expansion of export economies. These cities became administrative centers where the business of the export/import economies was carried out as well as the seat of expanding state bureaucracies fueled by and helping to manage economic growth. These cities also emerged as the centers of foreign influence, from the political to the cultural, as Latin America increasingly interacted with the rest of the world, first Europe and then the United States. At mid-20<sup>th</sup> century, urban expansion transformed into urban explosion as streams of rural migrants left their ancestral homes for the region's major cities. Demographic growth quickly outpaced economic growth in most urban areas leading to the appearance of the region's enormous shanty towns (*favelas*, *villas miserias*, *barrios marginales*) and the dramatic enlargement of underground economies, informal sectors, and eventually in many cities, pervasive crime and drug trafficking.

This seminar will focus on the major themes of Latin America's urban growth in the modern period. In addition to weekly reading and discussions, students will write a research paper on a key element of this process for a particular city during a specific historical period, i.e., "evolving architectural forms as expressions of cultural, economic and social change in early 20<sup>th</sup> century Mexico City," "survival strategies of the urban poor in Lima during the lost decade of the 1980s," or "the relations between NGOs and criminal organizations in Rio's 21<sup>st</sup> century favelas."

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**HIS 554 PY****STUDIES IN MODERN LATIN AMERICAN HISTORY****Haiti in History**

R 11:30Am-2:00pm AA621

DR. KATE RAMSEY

This course has two principal aims: first, to examine key conjunctures and problems in the history of Haiti, and second, to examine the place of Haiti in the history of Western modernity. These objectives are closely interrelated, and thus our in-depth study of the Haitian Revolution at the beginning of the semester will consider both the political significance and impact of the world's only successful slave revolution and the way in which histories of the "Age of Revolution" have tended to suppress that significance. We will situate our study of specific historical events, movements, and processes in Haiti in the context of larger Caribbean and Atlantic histories; in the twentieth century Haiti's relationship to the United States will be a particular focus, and likewise the experience of transnational migration and diaspora. In thinking, throughout the course, about how to write a "people's history" of Haiti, we will also explore ways in which the past is remembered and narrated in Haitian popular culture, with a special emphasis on religion and language. Our texts will include historical studies, documents, ethnographies, literary texts, and films.

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**HIS 561 BY****STUDIES IN UNITED STATES HISTORY****History of Public Space in the U.S.**

W 9:00am-11:30am AA621

DR. GREGORY BUSH

This course will take a broad perspective in looking at public space, primarily in terms of landscape and evolving forms of news and public culture. We will examine early notions of commons and how spatial design and forms of information exchange related to conceptions of the public sphere; how the process of defining and “opening up” western public land took place as well as the push for national and city parks. Such related institutions as the coffee house, the Chautauqua, sports stadia, and world’s fairs will raise questions about our present notions of public space. Ultimately we will seek to link notions of conservation to traditions of freedom and democracy in terms of our evolving civil rights to public space – including airwaves – up to our time. The experience of Florida and specifically Miami’s struggle for its waterfront will also come under special attention as students apply some of the broad concepts we have learned within a contemporary cultural context. Analysis of film, photographs and especially oral history methodology will provide a hands-on approach to original materials. Requirements will include oral reports, three 5-7 page papers, including at least one related to a powerpoint presentation. We will try and create a website that includes much of the material derived from the course for use by others.

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**HIS 561 NY****STUDIES IN UNITED STATES HISTORY****Women’s Legal History**

R 9:00am-11:30am AA621

DR. SYBIL LIPSCHULTZ

From colonial America to the present, the judicial system stirred controversy when ever judges decided cases about women’s lives. Highlighting some of these cases, “Women’s Legal History,” will ask students to consider how law and culture influenced one another, and whether particular cases created extensive conflict because they attempt to define gender identity.

Readings will include case-law, legal materials and background article on marriage, divorce, child-custody, equal rights, maternity leave, family violence, employment, reproduction and the legal profession.

Students will be required to make short presentations, prepare one five-page paper, and one twelve-fifteen page paper.

**CTED READINGS**

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**ALL 600 LEVEL DIRECTED READINGS REQUIRE PERMISSION FROM INSTRUCTOR.**

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**HIS 645 FX****FIELD PREP: EARLY MODERN EUROPE**

M 2:00pm-4:30pm AA621

DR. KARL GUNTHER

This course is an introduction to the historiography of early modern Europe, ca. 1400-1800. We will focus our attention on major debates, methodological developments, and themes in the recent literature. This course will provide a strong foundation for students taking exams in early modern European history and will also be valuable for students in other disciplines working on the early modern period.

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**HIS 693 GY****SEMINAR IN COMPARATIVE HISTORY**

W 2:30pm-5:00pm AA621

DR. RICHARD GODBEER

This two-semester seminar gives graduate students an opportunity to design and execute a research project that will culminate in a substantial paper. The thematic focus for the 2009 seminar will be Religion in Early Modern Culture. We will begin by reading and discussing together several recent monographs that approach this topic from different methodological and interpretive perspectives; we will also examine related primary documents. During the latter part of the spring semester each student will choose a research topic (in consultation with the student’s advisor as well as the course instructor) and develop a proposal that will, in due course, be submitted to the Graduate Study Committee as part of an application for summer research funding. Each student will carry out research for the project during the summer and then return in the fall semester to write the research paper. The group will meet during the fall to discuss outlines and drafts of the papers as these take shape throughout the semester.

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**HIS 695 RY****HISTORIOGRAPHY**

R 2:00pm-4:30pm AA621

DR. MICHAEL BERNATH

This seminar will introduce graduate students to current historical study by focusing on a variety of historical methodologies and on particular works that have deeply influenced the writing of history over the last twenty-five years or more. The course has several goals. First, it serves as a brief survey of some of the most influential historical literature and major historiographic debates. Second, it examines and analyzes the various methods historians have employed over the last few decades. Third, it offers a critical perspective on the work that has been – and is being – done by historians in several fields. Fourth, it considers how other disciplines have helped shape the writing of history in the late twentieth and early twentieth-first centuries. Finally, it introduces students to the profession of history. Class periods will be devoted to intense, probing discussion of the readings. **This course is, without exception, required of all first-semester graduate students in history.**

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**HIS 710 01****MASTER'S THESIS**

The student working on his/her master's thesis enrolls for credit, in most departments not to exceed six, as determined by his/her advisor. Credit is not awarded until the thesis has been accepted.

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**HIS 720 01****RESEARCH IN RESIDENCE**

Used to establish research in residence for the thesis for the master's degree after the student has enrolled for the permissible cumulative total in HIS 710 (usually six credits). Credit not granted. May be regarded as full time residence.

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**HIS 725 01****CONTINUOUS REGISTRATION-MASTER'S STUDY**

To establish residence for non-thesis master's students who are preparing for major examinations. Credit not granted. Regarded as full time residence.

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**HIS 730 01****DOCTORAL DISSERTATION**

Required of all candidates for the Ph.D. The student will enroll for credit as determined by his/her advisor, but for not less than a total of 12 hours. Up to 12 hours may be taken in a regular semester, but not more than six in a summer session.

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**HIS 740 01****RESEARCH PROJECT**

Required of all candidates for the Doctor of Arts degree. Student enrolls for credit as determined by advisor. Credit is not awarded until the doctoral project has been accepted. Total enrollment may not exceed six credits.

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**HIS 750 01****RESEARCH IN RESIDENCE**

Use to establish research in residence for the Ph.D. after the student has been enrolled for the permissible cumulative total in appropriate doctoral research. Credit not granted. May be regarded as full-time residence as determined by the Dean of the Graduate School.

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