H601: Introduction to the Professional Study of History  (Bucur-Deckard)

This colloquium is an introduction to the professional study of history from multiple standpoints. It works outward from the writings of historians to consider the nature of historical scholarship, trends in historiography, and the vocation of history. We will start by reading examples of historical research representing several different approaches and fields alongside key conceptual essays. In addition to honing your analytical skills, this reading will encourage you to think further about the kinds of history you enjoy and want to practice. Then, we will focus on the development of the historical profession, the waves of historical fashion, and the ways historians have thought about their work. Finally, we will learn and practice some of the fundamentals of professionalization.

H601: Introduction to the Professional Study of History  (Moorman)

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H605/H705: Money and Coinage in the Ancient Mediterranean  (Elliott)

The invention of coinage brought changes which redirected the course of the ancient Mediterranean societies; changes which still echo in modern society. Our course will explore the revolutionary effect of coinage in the first millennium of its existence and the transformative role it played in the ancient Greek and Roman world. We examine the way in which religion, culture and politics are reflected in coinage, but also how coinage itself made history by influencing individuals, rulers and institutions. By understanding the rapid rise of coinage as well as the wide array of ancient experiments, both successful and unsuccessful, in
using coins as media for exchange, status and ideas, we gain unique insight into both obvious and under-appreciated aspects of all monetary systems, perhaps including our own.

This course will feature a mixture of discussion, presentations (from both the instructor and students) and written work. Students will be free to pursue a final research project based upon intersections between their own interests (Art History, Economic History, Religious Studies, Classics, etc.) and coinage.

*Knowledge of ancient languages is not required, but some prerequisite knowledge of ancient Greek and/or Roman history will be an advantage.

**H620: 20th Century Europe  (Roos)**

Two world wars, the rise of fascism and Stalinism, and large-scale genocide mark the dark sides of Europe’s twentieth century. Yet, the twentieth century also witnessed major advances in European democracy and culture. It brought the downfall of property and gender-based suffrage restrictions and the emergence of welfare states aimed at alleviating the hardships and social inequities of capitalism. In the decades after 1945, stable liberal-parliamentary governments increasingly prevailed in Western Europe, and in 1989, largely peaceful revolutions swept away Eastern Europe’s repressive state-socialist regimes. This class will focus on the complexities and contradictions of European history in the twentieth century. We also will ask to what extent the past weaknesses of European democracy have been overcome in the present, a question that is particularly important given the current crisis of the European Union. What have Europeans learned from the disasters of the twentieth century, and what are the prospects for a transnational European identity in the twenty-first century? While a strong focus is on Western and Central Europe, several books cover Eastern European history, as well. The course aims for an inclusive and rounded conception of what constitutes “Europe.” The readings draw on a broad range of analytical approaches and include national case studies as well as comparative works. We will discuss classics as well as books at the cutting edge of current research. Students interested in the course are encouraged to contact the professor for more details.

**Requirements:** Regular attendance, active participation, one 5-7 minute in-class presentation; two 4-6 page book reviews; one 12-15 page historiographical essay.

**H620: Historiography of the Holocaust  (Roseman)**

Over the last twenty years, the Holocaust has been the site of some of the most exciting and innovative writing in modern historiography. Work on the Holocaust has challenged and changed the way we do history and has created new intersections between history and other
disciplines. It has cast into doubt our wider narratives about the development and character of the modern world, as well as transforming our understanding of the Holocaust itself. As well as introducing a broader review of the historiography of the Holocaust, this course will focus on such hot topics in recent literature as the relationship between the Holocaust and other genocides; the Holocaust and modernity; the question of agency and motive in the perpetration of violence; the "people's community" (Volksgemeinschaft) and the Holocaust; the character and limits of collaboration; Jewish contemporary and postwar responses to the Holocaust; the end of the Holocaust.

Assignments will include regular response papers and the writing of a review article.

H640: Imperial Russia (1801-1917) (Eklof)

The contours of daily life, family structure, the distinctive life of the Russian peasantry, the impact of print culture, the dynamism and conflict of a rapidly changing economy and society, the aspirations and realities of political change, both directed from above, and originating from below, revolutionary dreams and biographies, the “woman question”--all these are the subject of Imperial Russia (1801-1917). Along with this, we consider Russia from an international and global perspective: the dilemmas and hard choices of latecomer status in the modern world; Russia as a military colossus, Great Power and empire. Competing narratives, persistent mythologies, and both Russian and Western historiographies, as well as an emerging “transnational” discourse on the history of Russia come into focus; school textbook as well as scholarly interpretations are highlighted; Russia’s search for its own “useable past” is given serious attention. Recent trends “normalizing” Russia’s past and placing it in a global perspective will be emphasized. Students will be exposed to a mixture of foundational works and new directions in Russian history, and introduced to the most important periodical sources available.

This course will be re-designed to meet the different needs of a new mixture of students: those pursuing or intending to pursue a doctorate in history, but also those examining careers in government, the private sector, or in NGOs, with an interdisciplinary interest in (for example) politics, anthropology, economics, literature. For this reason students will be able to choose between different trajectories, whether writing an article length term paper (analytical or historiographic) a combination of short response papers (@2000 words) and a written or oral final example, or (740) an original research paper.

H645: Historiography of Eastern Europe (Kenney)

Major themes in the history of Eastern Europe since the 18th century, and the ways that scholars are approaching that history, form the core of readings and discussion. Themes include
the emergence of an Eastern Europe; empire and nationalism; the transformative power of war, revolution, and dictatorship; and social conformity and dissent. Students will gain a solid understanding of the field and of the region. Requirements include weekly responses to readings and two historiographical essays. Graduate students working primarily in Western European or Russian fields are welcome, as are those outside the History Department.

H650: Memory of Catastrophe (Linenthal)

This graduate colloquium emerges from a growing interest in what is often termed “catastrophe” studies. What does it mean to “remember” a catastrophe? Are there differences in individual and social processes of remembrance? Are there significant differences between historicizing a catastrophe and commemorating it? Why do we now remember so intensely landscapes of violence? Why do spontaneous shrines erupt at so many sites of violence? How does the media-created “spectacle” of violence shape the memory of catastrophe? What are various functions of memorialization of such events: admonitory, didactic, therapeutic, consolatory, voyeuristic, or inspirational, for example? These questions are a place to begin. Each week several students will offer short responses to assigned reading, which will provide the basis for our conversation. Students will be asked to create their own “Memory of Catastrophe” course outline, with annotated reading assignments as a course project. These will be shared with the entire class.

Readings will include, Lawrence Langer, HOLOCAUST TESTIMONIES: THE RUINS OF MEMORY; Susan J. Brison, AFTERMATH: VIOLENCE AND THE REMAKING OF A SELF; Pumla Gobodo-Madikizela, A HUMAN BEING DIED THAT NIGHT: A SOUTH AFRICAN WOMAN CONFRONTS THE LEGACY OF Apartheid; Michael Eric Dyson, COME HELL OR HIGH WATER: HURRICANE KATRINA AND THE COLOR OF DISASTER; Eric Klinenberg, HEAT WAVE: A SOCIAL AUTOPSY OF DISASTER IN CHICAGO; Jean Hatzfeld, LIFE LAID BARE: THE SURVIVORS IN RWANDA SPEAK; Wayne Karlin, WANDERING SOULS: JOURNEYS WITHIN THE DEAD AND THE LIVING IN VIETNAM; and Svetlana Alexievich, VOICES FROM CHEROBYL: THE ORAL HISTORY OF A NUCLEAR DISASTER.

H650: Nineteenth Century America (A. Myers)

This colloquium offers an overview of the history and historiography of the United States in the so-called “long nineteenth century,” ranging roughly from the early years of the New Republic to the start of the Progressive Era. While it does not cover every possible issue or subfield (an impossible task in a single semester), the goal is to familiarize students with both the important subject matters that influenced the course of nineteenth-century US history and the ways in which those topics and that era have been studied and explained.
This course will require students to read both intensively and broadly by focusing on a wide range of matters, from slavery and abolition to women’s rights and Civil War, as well as a variety of scholarly approaches. Readings will include traditional academic monographs and articles as well as books intended to appeal to broader audiences, and discussions will focus on analyzing these readings and situating them within larger historiographical contexts and scholarly debates. We will also examine issues such as method, organization, style, audience, scale, and scope. Finally, we will consider which overarching themes best capture the time and place under study.

This course is intended to help students prepare for qualifying examinations, teaching, and the intellectual tasks common in academic careers, such as writing book reviews and grant proposals, as well as researching and writing historiographical overviews (or literature reviews).

**H699: Globalizing the Past: History and the Global Turn**  (Machado)

The past two decades have witnessed growing interest in a developing new field of historical research and teaching: global history. Spurred in part by the political reorientations, geographical and spatial re-imaginings following the collapse of the Soviet bloc and the urgent realities of an emergent ‘hyper’ globalizing world, as well as by the transnational turn to anti- and postcolonial scholarship, global history scholarship has opened possibilities for scholars to reframe spatial, temporal and discursive constructs in a changing intellectual landscape. Echoing broader arguments against universalism and Eurocentrism – but employing frameworks that set them apart from world historians’ preoccupations with comparative history – global historians seek to uncover the multipolar and pluralistic connections that have brought different parts of the world into relation with one another over the span of centuries. The ‘entanglements’ of the past, whether they are conceptualized in material, cultural, political, social or economic terms, have thus become of central concern to the global history project. This course will explore the theoretical underpinnings and methodological approaches of global history as a way of understanding the conceptual and intellectual possibilities of, and challenges for, this rapidly expanding field. It will address specific problems such as how to rethink area divisions rooted in the Cold War and colonial eras, and how to think about periodization on a global scale that is attentive nonetheless to local and regional scales. The goals are to encourage students to consider research that can illuminate large-scale historical processes, engage in global and ‘transnational’ histories, or explore geographically dispersed phenomena such as mobility, commodity flows and the history of aquatic regions. As will be clear by semester’s end, some of the most exciting, suggestive and stimulating work in the historical profession is being conducted in the field of global history.
H699: Nations and Nationalism   (Guardino)

The development of national states and national identities was one of the most prominent features of the modern age. Not surprisingly, it has drawn the attention of legions of historians, from the nineteenth century to the present day. This course will not try to cover such a vast historiographic terrain, but will instead consider relatively recent (post 1990) works in which historians try to understand how and why nations came to be the primary focus of so many people’s loyalties and how national states came to be the most important form of political organization. We will not focus on any single world area: we will use readings on different parts of Europe, Africa, Asia, Latin America, and the United States. Although we will certainly sample some theoretical approaches to nationalism in the first week or two, the focus here will be on how working historians have approached the problems of studying nations.

Students will complete several short assignments, including book reviews, presentations, a syllabus, and a mock grant proposal.

H699 Transitions to (and from) Neoliberalism    (Gould)

During the 1970s, workers, peasants, and students throughout the developing world often came together in informal and formal organizations to challenge existing political, economic, and social hierarchies. Greg Grandin argues that the Latin American left carved out an alternative path to modernity by promoting solidarity among individuals and communities. He writes: “The threat of mid-century social movements was that they provided a venue in which self and solidarity could be imagined as existing in sustaining relation to one another through collective politics that looked toward the state to dispense justice.” For Grandin, throughout Latin America, the authoritarian counterrevolutionary violence of the 1980s tore asunder the link between self and community, and between individual dignity and social solidarity, creating the conditions for the triumph of neoliberalism, that is a dramatic reduction of the welfare state and the enshrinement of free market fundamentalism as the dominant ideology.

Despite this momentous transformation, scholars are still trying to understand its significance in Latin America and elsewhere. Although the broad contours of the transformation are clear enough, fundamental conceptual problems still remain. Are the transformations of the subjectivities permanent, or, on the contrary, are the new alternatives to neo liberalism in Bolivia, for example, in some way built upon or continue those communal experiences and subjectivities born in the 1960s and 1970s.

A comparative global study of this momentous shift in the relationships of individuals to communities has yet to be accomplished.
As a preliminary step towards the creation of such a global framework, our seminar proposes to examine the 1970s and 1980s transition to neoliberalism. One of the keys to understanding this transition will be to grasp the subaltern and elite efforts to apprehend the new realities with existing language and concepts and to track the emergence of new words and meanings.

The second part of the course will include readings and discussions about alternatives to neoliberalism, ranging from Latin American left governments to Syriza and Podemos.

Readings will include works by theorists such as John and Jean Comaroff, Stuart Hall, Wendy Brown, David Harvey, and Pierre Bourdieu. We will also read social histories that deal with the dissolution of the labor and social movements of the 1970s and 1980s, primarily but not exclusively in the U.S., Latin America, and Europe. We will also view documentary films that deal with the above issues.

**T500: Path to Emancipation: Nationalism in the Balkans, 1804–1923 (Bucur)**

How did the dialogue and struggles between Islam, Christianity, and Judaism shape modern Europe and its relationship with the Middle East? The Balkans became the stage for many of these developments, and this course will guide you through the political, economic, and cultural processes during the nineteenth century that led to the collapse of the Ottoman Empire from great power to nation-state, the rise of several nation states in the region, from Greece to Serbia, the international realignment of European great powers around conflicts in the Balkans, and the beginning of World War I after the assassination of Archduke Franz Ferdinand in Sarajevo in 1914. We will also delve into the rich and unique cultural traditions and social networks that underpin these wider processes, from the *zadruga* to transhumance.

Learning outcomes: Familiarization with the historical outline of the Balkans from the nineteenth century to World War I; identifying key events and individuals from this outline; and ability to develop sound historical arguments about the relationship between cultural traditions and specific social, economic, and political developments during this period.