

HISTORY COURSES TO CONSIDER FALL 2017

PLEASE NOTE: *First-year students should be encouraged to try either 200- or 300-level courses in History, according to their own interests. In general, the difference between 200- and 300-level courses is a matter of the topic's breadth (200-level courses covering longer periods of time and/or larger areas of space than 300-level courses) rather than indicating any degree of difficulty, pre-assumed knowledge, etc.*

While a 200-level course is necessary for entry into the Department, students need not "start" their History careers with one.

First-year students are welcome and encouraged to take 300-level courses regardless of their previous experience.

HIS 201: A History of the World

Adelman W 11:00 – 11:50

Is this the end of globalization? It turns out that global integration has come and gone before. There was a time in which caravans of camels plied the trade routes from China to the Mediterranean, not unlike modern bankers; travelers wrote about far-away lands, not unlike modern bloggers; and conquerors swept across continents to create new, multicultural empires. Across the centuries, commerce, communications, and conquest made the world into one piece. There were, of course, great, violent revolutionary wars of the eighteenth century to the Second World War and Cold War. This course surveys the people and machinery that made the modern world, and ends with a study of our current, fragile age. This course is also global in the sense that you will learn alongside students around the world. The course will be taught simultaneously at the University of Geneva, and you will have an opportunity to learn with undergraduates there. Also, the course is being taught in two refugee camps in Kenya and Jordan – and we will hear the voices and thoughts of peers who have been driven from their homelands but are just as eager to know about the global past. Right now, the global refugee crisis is the world's most pressing humanitarian crisis. This course will be a once-in-a-lifetime experience.

HIS 270/AMS 370: Asian American History

Lew-Williams T/Th 1:30-2:20

Princeton students have been fighting for the university to offer an Asian American studies course for four decades. Come find out why. This class will approach U.S. history from the racial margins of the nation, focusing on East Asian, South Asian, and Southeast Asian migrants and their descendants. Each lecture will consider both a topic and a question. Lectures will include: Chinese Exclusion (or *Why did the United States invent border control to keep out the Chinese?*); The Fragmented South Asian Diaspora (or *Are Asian Americans between black and white?*); The Model Minority (or *How did Asian Americans become the "good" race?*); and Transnational Asian Adoption (or *What are the politics of coerced migration?*). Students at all levels and from all fields are welcome. [This course will not be offered in 2018-2019.]

HIS 294: What is the Scientific Revolution?

Rampling M/W 1:30-2:20

Every society has its own standards for assessing truth – but how did science become the gold standard of our own time? It certainly did not happen overnight. This course asks how and why the meaning of "science" changed – from a general, medieval term for learned knowledge, to a specialized approach, to investigating and harnessing nature. Winding back to late medieval and Renaissance Europe, we will move forward through the sixteenth and seventeenth centuries: a period often labeled the "Scientific Revolution." From anatomical dissections to alchemical experiments, we will trace how knowledge took shape – not in a social vacuum, but in a world of constant political, religious, and economic change. In the process, we will face up to the question – what *was* the Scientific Revolution?

HIS 303/LAS 305: Colonial Latin America to 1810

Candiani T/Th 11:00 – 11:50

What makes Latin America distinct? How to understand the historical origins of its present? Is it true that Spanish and Portuguese colonization left the continent a legacy of political, economic and social disarray? Those are some of the questions that this introductory course will explore by delving into a wealth of primary sources, music and provocative readings, covering five hundred years of history spanning from the rise of the great Aztec and Inca empires, through the conquest and formation of colonial society and to the dramatic collapse of Spanish rule in the 1820s. No previous knowledge necessary: come and learn how Amerindian societies persisted, how slavery shaped societies, how the colonial and transoceanic economies evolved, how imperial rule lasted so long without a standing army, and much more.

HIS 343/CLA 343: Civilization of the Early Middle Ages (400-1000 CE)

Reimitz M/W 11:00-11:50

This course is a broad survey of early medieval civilization from the fourth to the tenth century CE focusing on the history of the region that came increasingly to be regarded as Europe, or the West in the centuries after the “Fall of Rome.” The time has long been seen as a Dark Age in Western history, brought on by marauding barbarians, ruthless kings, and an ambitious church. But this course tries to understand this period of history in a more complex way. The Fall of Rome was a creative process, not one fatal blow to classical civilization. There were many transitions and choices that eventually resulted in the formation of rather different societies from the late Roman one. The transformation of the Roman world into the medieval world started earlier and ended much later than you might think. We will learn about Goths and Huns, Vandals and Franks, Roman Christian, barbarian Christians, monks, bishops and popes, Charlemagne and the Vikings. But we will be using sophisticated historical techniques to understand them. This class will survey the period from the fourth to the tenth century as a time of lively social and political experimentation which created some of the most important features of a distinct Western culture.

HIS 364/FRE 374/ECS 364: France and Its Empire, from the Renaissance to Napoleon, 1500-1815

Bell T/Th 1:30 - 2:50

Much of what we call “modernity” was born in France, in the centuries that began with the Renaissance and ended with Napoleon Bonaparte. It was a country of powerful ideas, from Montaigne through Descartes to the *philosophes* of the Enlightenment. It was a country of explosive politics, from the wars of the Reformation through the absolutism of Louis XIV to the French Revolution, the Reign of Terror, and Napoleon’s empire. It was a country that contended for dominance of the Western world, repeatedly trying to conquer most of Europe, and also carving out an empire in the Americas. And it was a country of breathtaking contradictions, from the splendor of the court of Versailles to the miseries of peasant life, and the horrifying treatment of African slaves in the Caribbean colonies. Assuming little or no previous knowledge of French history, this course will survey the history of France and its colonial empire in all its principal aspects, from the beginnings of the French Renaissance to the fall of Napoleon. We will read and discuss a wide variety of primary sources, from the masterpieces of great writers to letters and memoirs that reveal how ordinary men and women lived. No French is necessary for the course, but students with an advanced command of the language have the option of a French-language precept in which reading, writing and discussions are in French (in this case, it will count towards a major or certificate in French).

HIS 388 /URB 388: Unrest and Renewal in Urban America

Isenberg T/Th 11:00-11:50

Today’s news – whether skyscraper controversies in Boston and San Francisco, Black Lives matter demonstrations, urban renaissance and gentrification, homelessness and unemployment, or “dead” suburban malls – have fascinating historical roots. The long view of cities (and suburbs) from colonial settlement in North America to the present offers a rich exploration of key topics in U.S. history. This small lecture course introduces students to conducting research using primary sources – from creating research questions and working with unique records, to developing original arguments. A terrific reading list of recent scholarship and historical case studies guides us through past centuries; the class also visits New York City for a historical walking tour.

HIS 402/AAS 402/AMS 412: Princeton and Slavery

Sandweiss Th 1:30-4:20

After five years of work, the Princeton and Slavery Project will have its public rollout this fall with a symposium, the debut of a new website, and the premiere of specially commissioned plays and films. Students will be part of it all by leading public tours, helping with social media, and expanding the new website with research of their own. Our research this term focuses on how ideas about race played out on campus in the fifty years after the Civil War. Come learn how to be a public historian! Based in Mudd Archives, our class will do hands-on research in historical collections. But our original research will become public as we distribute it through the Princeton and Slavery website, and reach out to campus visitors.

HIS 413: Medieval Democracy: Italian City States of the Middle Ages

Stahl W 1:30-4:20

In the face of a power vacuum caused by the struggle between the German Empire and the Papacy, dozens of cities of medieval Italy formed autonomous communes governed by popularly elected assemblies. These flourished for centuries, laying the foundations for the culture of humanism and the Renaissance. In the later Middle Ages, however, most of these communes were taken over by autocrats, either members of elite families, hired mercenaries, or foreign powers – only a few survived as self-governing republics into the modern era. A comparison of these examples can offer a basis for understanding the fate of democratic governments in succeeding periods and today. Participants in the seminar will each focus their research on a single Italian medieval city to explore the mechanisms by which it maintained, or lost, its popularly elected government.