

Department of
History

Courses of Study:
Major (B.A.)
Combined B.A./M.A.
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

The major in history seeks to provide students with a broad introduction to the development of the modern world. The major is flexible, enabling students to devise individual programs tailored to their own specific needs and interests. In consultation with their faculty advisor, students should design a major that makes sense in terms of their other course work and career plans. This major strategy will be different for each student. A student planning a professional career in history, for example, will certainly want to take a broad variety of courses, perhaps do a junior tutorial (HIST 98a or 98b), write a senior thesis (HIST 99d), and master the foreign languages required for that area of specialization. Students interested in other careers, such as law or business, will design programs of study that complement their course work in other departments and programs (for example, legal studies or economics). The department strongly recommends that students acquire geographic and chronological breadth, which is best provided by our set of two-semester surveys in American, Asian, European, and Latin American history. Apart from taking one or more of these surveys, students should also select appropriate offerings from our more advanced courses that are thematic or national in scope and that permit more intensive analysis. The department is deeply committed to the development of writing and analytical skills, which are invaluable and transferable, regardless of future career—be it higher education, teaching, law, business, or public service. The advanced courses, with smaller classes, provide an ideal opportunity to develop those skills.

Graduate Program in Comparative History

The Graduate Program in Comparative History leads to the degree of Doctor of Philosophy. Applicants wishing to take only the degree of Master of Arts may apply for admission to the M.A. program described below. Deadline for applications to the Ph.D. program is January 15; for applications to the M.A. degree program, it is July 1.

The graduate program trains students to approach the past from a comparative perspective. This method represents the most fruitful way to interpret the past, and the program fosters it in two ways. First, students specializing in European history will develop expertise in two broad fields of history—either medieval and early modern or early modern and modern. Students specializing in non-European history will master two comparable fields. Second, all students will study their fields from a thematic approach that transcends national boundaries and moves away from conventional periodization.

The comparative history program gives students a broad understanding of historical developments and fosters the ability to make cross-cultural comparisons. The thematic approach is central to the process. The Brandeis history faculty is exceptionally diverse in its interests and offers the student a variety of approaches to the past, such as the study of political structure, social relations and institutions, women and the family, war and diplomacy, psychohistory, culture, or thought. Each student will read widely on two topical areas, and in the process learn what developments were unique and which ones were comparable over time and space.

Finally, students will take an outside field beyond the areas of their qualifying examinations. This may be in another area of history such as the history of the United States, Latin America, Middle East, Africa, East Asia, Jewish history, or the history of science. It may also be in related programs such as anthropology, economics, English and American literature, literary studies, Near Eastern and Judaic Studies, politics, or sociology.

The program is designed to prepare students for the competitive academic environment of the next decade. It trains them in methods of historical research and equips them to teach a broad range of subjects. On a deeper level, comparative history fosters intellectual flexibility and interdisciplinary skills that can be creatively employed inside and outside academia.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisors. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research.

During the first year, students must prepare a major research paper on a topic chosen in consultation with a principal advisor. The paper may be comparative in research (involving two or more symmetrical case studies), or it may focus upon a single case (with that research informed by a reading of secondary literature on similar cases). The paper constitutes the major intellectual enterprise of the first year, and students devote one-quarter of their time to it. Students must also enroll in HIST 210a (Historical Research: Methods and New Departures). During their first two years of residence, students must also enroll in comparative history seminars that treat significant problems in a comparative perspective and introduce students to the methods and issues of comparative history. European specialists will also enroll in two introductory graduate colloquia, which cover the early modern and modern periods. Finally, before they may take the qualifying examination, all students must complete a tutorial or other work focusing on a part of the world geographically or chronologically removed from their principal area of specialization with a view to gaining a comparative perspective on their major research interest.

Students specializing in European history are expected to have a general mastery of a major and a minor field of history, either medieval, early modern (1450-1750), or modern (1750-present). Students specializing in non-European history will present a major and minor field approved by the executive committee. Two faculty members examine in the major field; one faculty member shall examine for the minor field. First- and second-year colloquia shall provide the basic groundwork for field preparation. By the beginning of the fourth semester the student must submit a working oral bibliography, which will serve as the basis for the qualifying exam, to be administered at the end of the fourth semester. The exact delimitation of the major and minor fields is to be made by the student and examiners, with the formal approval of the chair of the comparative history program.

Students should normally plan to complete all work for the doctorate, including the dissertation, within eight years after entering the program; prolongation of study past the eighth year takes place on a case-by-case basis.

Graduate Program in American History

The program in American history offers two graduate degrees: Master of Arts and Doctor of Philosophy. Its curriculum is designed to help students gain a comprehensive understanding of American history and mastery of historical research and writing.

Its flexible program of study allows students to work closely with the faculty in independent reading and research courses. Individual courses of study are developed for each student, to help in preparation for qualifying examinations, and as preparation for dissertation research. Normally, the first year's work is concentrated in American history, and centers on directed research and a critical approach to problems of historiography. Second-year students are encouraged to complete their preparation in their examination fields through directed readings and relevant courses. Applicants should note with care the four parts of the examination, specified under Degree Requirements, in which all students are expected to demonstrate proficiency. Studies in related fields are arranged individually with appropriate members of the University's graduate faculty. For students with appropriate qualifications, there are opportunities for advanced study and research at neighboring universities in such fields as legal, business, and religious history.

How to Become an Undergraduate Major

Students normally begin their studies with one of the general courses in historical studies and then go on to more advanced courses. To declare and design a major, the student should first see the undergraduate advising head, together they will select as advisor a faculty member who seems best suited to that student's interest and area of future work. The advisor and student will then select a course of study that gives greatest coherence to the student's other course work and career plans.

Faculty

Paul Jankowski, Chair

Modern European and French history.

Silvia Arrom, Latin American Studies Program Chair

Latin America. Women's history. Social history.

Rudolph Binion

Modern history. Culture and thought. Psychohistory.

Eugene Black

Modern history. Political and social institutions.

David Engerman

History of American foreign policy. International and cultural history.

David Fischer

Modern history. Social institutions.

Gregory Freeze

Russia and Germany. Social and religious history.

Mark Hulliung

Intellectual, cultural, and political history, European and American.

Jacqueline Jones

American southern and women's history.

Jane Kamensky

Colonial America. American social and cultural history.

William Kapelle

Medieval history.

Alice Kelikian, Graduate Advising Head for Comparative History

Modern history. Social institutional history.

Richard Lyman

Modern Japan.

Jeremy Mumford, Mellon Fellow in Atlantic World History

Atlantic history, colonial Latin America, Native American history.

John Schrecker

East Asian history and civilization. Sino-Western relations.

Govind Sreenivasan, Undergraduate Advising Head

Early modern European history. Germany.

Ibrahim Sundiata

Africa: Social history. Slavery. The African diaspora. Afro-Brazil.

How to Be Admitted to the Graduate Program

Comparative History

The general requirements for admission to the Graduate School given in an earlier section of this *Bulletin* apply. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written work, preferably in history.

Students may be admitted for full- or part-time work. Partial scholarship assistance is available for a limited number of exceptional candidates.

American History

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. degree in history or a professional degree in law or other related fields are especially invited to apply. Prospective students interested in Crown Fellowships or the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by January 15; for applications to the M.A. degree program, it is April 30.

Deborah Weinstein, Mellon Fellow in the History of Medicine

History of Medicine, Contemporary North America.

Michael Willrich, Graduate Advising Head for American History

American social and legal history.

The following members of other departments are affiliated with the Department of History:

Joyce Antler (AMST), Avigdor Levy (NEJS), Antony Polonsky (NEJS), Benjamin Ravid (NEJS), Jehuda Reinharz (NEJS), Jonathan Sarna (NEJS), Stephen Whitfield (AMST).

Requirements for the Undergraduate Major

All majors are expected to complete satisfactorily at least eight semester courses in history from among the HIST and cross-listed offerings. No course grade below a C will be given credit towards the major requirement of eight courses. Students who wish to take more than one course numbered under 50 must have written approval of the department advising head. Acceptable AP scores in American or European history exempt majors from equivalent course(s) but do not reduce the total number of courses required to complete the major. A minimum of six courses counted toward the major must be taught by members of the history faculty, except that transfer students and those taking a year's study abroad may offer up to four semester courses taught elsewhere depending on individual circumstances, and need take only four courses taught by members of the history faculty. To apply such transfer courses to the history major, a student must obtain the approval of the department advising head.

In addition, HIST 98a and 98b (Readings in History) may be taken by students on a subject of particular interest to them that is not covered in the regular curriculum or as a supplement to work on the Senior Honors Thesis. (The consent of the instructor is required.) HIST 99d (Senior Research), which must be taken in addition to the regular eight-course requirement, enables students to undertake an honors thesis and is required for degrees granted with distinction.

The major can be combined with other programs of study, such as Latin American studies or Russian and East European studies. Students should consult their advisors to design a major that best complements the requirements of other programs.

Combined B.A./M.A. Program

Students with exceptional records may apply for the B.A./M.A. program in either comparative history or American history. Applications to either graduate program must be made no later than May 1 preceding the senior year. Consultation with the advisor is highly recommended by the beginning of the sixth semester; transfer students should apply by the fourth semester of residence. All applications should include a proposed course of study, specifying how all degree requirements will be met. Grades of B- or better are required in the 100-level courses. The total number of courses required for completion of a B.A./M.A. program is 38, of which at least four must be at the graduate level and not counted toward the major requirements.

Requirements for the Degree of Master of Arts

Comparative History

This one-year, full-time program has the following requirements: Each student must pass an examination in one foreign language. Each student will complete the first-year program as defined for the graduate program in comparative history.

An M.A. degree in history will be awarded to those students who have satisfactorily completed one year of residence as full-time students, completed the mandated first-year courses, fulfilled the language requirement, and completed their research seminar requirement.

American History

Students who are admitted for a terminal M.A. degree must complete one full year of course work and the foreign language requirement. Courses will include the two-semester colloquium in American history, a major research project, and four other courses approved by the executive committee. An average of at least A- is normally required for continuation in the program.

Requirements for the Degree of Doctor of Philosophy

Comparative History

Program of Study

During the first year in the program, students will complete a M.A. thesis over two semesters and take four graduate seminars or colloquia. During the second year in the program students will take six new courses, consisting of graduate seminars, individual readings tutorials, and one course of study in a field outside the program.

Teaching Requirement

As part of the graduate training program, Ph.D. students are required to participate in undergraduate teaching, normally during their second, third, and fourth years.

Residence Requirement

The minimum residence requirement for doctoral students is three years.

Language Requirement

The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass in the first year one language examination testing the ability to read historical prose with a dictionary. The second language examination must be passed before taking the qualifying examination. All students in European history must normally show competence in French and German. Medieval students must also offer Latin. Students may, in some instances, petition to substitute a language appropriate to their research interests for either French or German.

Qualifying Examination

Each student will take the qualifying examination at the end of the fourth term. Any student who has failed to complete the qualifying examination by the fifth term will be dropped from the program.

Dissertation Prospectus

The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the fifth term in the program.

For the dissertation prospectus, students will make an oral presentation setting their proposed topic in comparative perspective.

Dissertation Defense

When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at the Final Oral Examination.

The Joint Degree of Master's of Arts in Women's Studies for Doctoral Students in Comparative History

During the course of their work toward the Ph.D., students in comparative history may earn a joint M.A. with women's studies by completing the following requirements in conjunction with program requirements for the M.A.

- A. WMNS 205a or another course designated as a foundational course.
- B. Two courses from the list of electives in women's studies, one from inside and one from outside the Department of History.
- C. Participation in a noncredit Women's Studies Colloquium series.
- D. A thesis or substantial research paper (25-35 pages) on a topic within the field of the joint degree.

For further information about the joint M.A., please see the Women's Studies Program section found elsewhere in this *Bulletin*.

American History

Program of Study

Doctoral candidates must complete three years in residence at Brandeis and a minimum of 16 semester courses. Programs of study and major will be formulated for each student, subject to the approval of the executive committee. Students who do not maintain an A- average may not be continued in the program.

Incoming students normally will be expected to take two double-credit courses of Directed Research in American History in their first year of residence. The committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one term's residence in a full-time program. The second 300-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere. In the first year all students enroll in the Colloquium in American History.

Teaching Requirement

As part of the graduate training program, Ph.D. students serve as teaching fellows for four semesters, normally during their second and third years of study. All teaching fellows enroll in a section of HIST 340a and b, which provides supervision as well as instruction in the aims and techniques of teaching American history at the college level.

Residence Requirement

The minimum residence requirement for doctoral students is three years.

Language Requirement

A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement.

Qualifying Examination

Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner to be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern European, Asian, Latin American, or African history; (4) a related discipline in the social sciences or humanities, or a subdiscipline in history.

All proposed fields must be submitted in writing and approved by the executive committee. The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present.

The comparative history field may focus on such themes as 19th-century emigration/immigration, 18th-century American and European political and social philosophy, the history of the modern family, or the frontier in global perspective. The fourth field may involve training in politics, international relations, or literature, for example, to provide perspectives and methods that can illuminate historical problems. Or it can involve a subdiscipline in history that has a distinctive subject matter and methodology, such as American social, legal, ecological, or intellectual history.

Students entering the program without previous graduate training in American history are expected to take the qualifying examination no later than the end of their fifth term of residence and must pass the examination by the end of the sixth term. Students who have earned an M.A. degree in history elsewhere are expected to take and pass the qualifying examination by the end of their second year in the program.

Qualifying examinations will be taken separately for each of the fields, with the general American field coming at the end. For each of the fields (2), (3), and (4), as above, the student will choose one appropriate faculty member with the approval of the chair of the program. That faculty member, in consultation with the student, will define the requirements, course of preparation, and mode of examination (written and/or oral) for the field.

For the general American field, the chair will appoint two members of the executive committee as examiners. The two faculty members in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadening and deepening the student's understanding of his/her American history fields and providing valuable background for the dissertation work.

With the consent of the chair and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the executive committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D., or other advanced degrees.

Dissertation

During the early stages of their dissertation work students are expected to present a prospectus in a Works-in-Progress session attended by the program's students and faculty. When the dissertation is accepted by the committee, a Final Oral Examination will be scheduled at which the candidate must successfully defend his/her dissertation before the committee and other members of the faculty who may participate. In most cases a student's dissertation committee consists of the advisor, another American history faculty member, and an outside reader from another university.

The Joint Degree of Master's of Arts in Women's Studies for Doctoral Students in American History

During the course of their work toward the Ph.D., students in American history may earn a joint M.A. with women's studies by completing the following requirements in conjunction with program requirements for the M.A.

- A. WMNS 205a or another course designated as a foundational course.
- B. Two courses from the list of electives in women's studies, one from inside and one from outside the Department of History.
- C. Participation in a noncredit Women's Studies Colloquium series.
- D. A thesis or substantial research paper (25-35 pages) on a topic within the field of the joint degree.

For further information about the joint M.A., please see the Women's Studies Program section found elsewhere in this *Bulletin*.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

HIST 51a History of the United States: 1607-1865

[ss]

Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.

An introductory survey of American history to the Civil War. Usually offered every year. Mr. Fein

HIST 51b History of the United States: 1865 to the Present

[ss]

An introductory survey of American history from the Civil War to the present. Usually offered every year.

Ms. Jones

HIST 52b Europe from 1789 to the Present

[ss]

Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.

Analytical introduction to modern European history considering such issues as the French Revolution, economic and social modernization and the industrial revolution, the evolution of modern nationalism, imperialism and socialism, development of the world market, imperialism, diplomacy and war in the 20th century, Bolshevism and the decline of liberalism, modern totalitarianism, World War II, decolonization, the Cold War, the revival of Europe, and the revolutions of 1989. Usually offered every year.

Mr. Jankowski

HIST 55b The History of the Family

[ss]

A social history of the family in Europe from early modern to contemporary times. Topical emphasis on changing patterns in kinship and household structure, child rearing, sex-role differentiation, employment, and marriage. Usually offered every year.

Ms. Kelikian

HIST 56b World History to 1960

[ss]

An introductory survey of world history, from the dawn of "civilization" to c.1960. Topics include the establishment and rivalry of political communities, the development of material life, and the historical formation of cultural identities. Usually offered every second year.

Mr. Sreenivasan

HIST 61a Cultural Encounters and Conflict in Historical Perspective

[ss]

Required specialized course for the International and Global studies program area: Cultures, Identities, and Encounters. Explores the ways in which transnational cultures have come into conflict with one another in the past, and whether such patterns are persisting or vanishing today. Usually offered every year.

Messrs. Freeze and Jankowski

HIST 71a Latin American History, Pre-Conquest to 1870

[hum nw ss]

Introduction to the historical foundations of Latin America: Amerindian civilizations, Spanish conquest, colonial economy and society, independence movements, and their aftermath. Usually offered every year.

Ms. Arrom

HIST 71b Latin American History, 1870 to the Present

[hum nw ss]

Modern Latin America, with stress on the interactions of economics, politics, and external dependency in the region. Usually offered every year.

Ms. Arrom

HIST 80a Introduction to East Asian Civilization

[hum nw ss]

A selective introduction to the development of forms of thought, social and political institutions, and distinctive cultural contributions of China and Japan from early times to the beginning of the 19th century. Usually offered every year.

Mr. Schrecker

HIST 80b East Asia: Nineteenth Century to the Present (China and Japan)

[hum nw ss]

The civilization of East Asia at the beginning of the 19th century, the impact of the West, the contrasting responses of China and Japan to the confrontation and the development and nature of their present societies. Usually offered every year.

Mr. Schrecker

HIST 98a Readings in History

Usually offered every year.

Staff

HIST 98b Readings in History

Usually offered every year.

Staff

HIST 99d Senior Research

Does not meet the major requirement in history.

Seniors who are candidates for degrees with honors in history must register for this course and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

HIST 100a Fire and Ice: An Ecological Approach to World History

[ss]

A survey of world history through the past 10,000 years, with particular attention to the choices that people have made in relation to their changing environment. Usually offered every second year.

Mr. Fischer

HIST 103a Roman History to 455 C.E.

[hum ss]

Survey of Roman history from the early republic through the decline of the empire. Covers the political history of the Roman state and the major social, economic, and religious changes of the period. Usually offered every year.

Mr. Kapelle

HIST 104a The Spanish Republic, Civil War, and Franco

[ss]

Examines the Second Spanish Republic, Civil War, and Franco's dictatorship. Explores the ideological, social, military, and economic issues and events of Spain in the 1930s. Particular emphasis placed on the intellectual and political movements that drove Spain to civil war. Special one-time offering for fall 2004.

Mr. McKinley

HIST 105a Urban Crisis, Suburban Dreams: Postwar American Metropolitan History

[ss]

Examines relationship between cities and suburbs. Analyzes metropolitan areas across regions and time, challenging traditional notions of postwar America. Utilizing historical monographs, novels, films, and more, topics range from Levittown to Columbine, Beat Culture to Hip Hop, development to redevelopment. Special one-time offering for spring 2005.

Ms. Straus

HIST 110a The Civilization of the Early Middle Ages

[ss]

Survey of medieval history from the fall of Rome to the year 1000. Topics include the barbarian invasions, the Byzantine Empire, the Dark Ages, the Carolingian Empire, feudalism, manorialism, and the Vikings. Usually offered every second year.

Mr. Kapelle

HIST 110b The Civilization of the High and Late Middle Ages

[ss]

Survey of European history from 1000 to 1450. Topics include the crusades, the birth of towns, the creation of kingdoms, the papacy, the peasantry, the universities, the Black Death, and the Hundred Years War. Usually offered every second year.

Mr. Kapelle

HIST 112b The Crusades and the Expansion of Medieval Europe

[ss]

Survey of the relationships between Medieval Europe and neighboring cultures, beginning with the decline of Byzantium. Topics include a detailed look at the Crusades, the Spanish reconquista, the Crusader kingdoms, economic growth, and the foundations of imperialism. Usually offered every third year.

Mr. Kapelle

HIST 113a English Medieval History

[ss]

Survey of English history from the Anglo-Saxon invasions to the 15th century. Topics include the heroic age, the Viking invasions, and development of the English kingdom from the Norman conquest through the Hundred Years War. Usually offered every third year.

Mr. Kapelle

HIST 115a History of Comparative Race and Ethnic Relations

[ss]

This course may not be repeated for credit by students who have taken AAAS 116b in previous years.

Explores and understands the origin and nature of racial and ethnic differences in the United States, South Africa, and Brazil. Explores how theoreticians explain and account for differences and how race and ethnicity relate to economic class and social institutions. Usually offered every second year.

Mr. Sundiata

HIST 116a History of West Africa

[nw ss]

Surveys the history of the ancestral land of most African-Americans from the rise of the great African empires through the period of the slave trade and colonialism. Traces the rise of African nationalism up to 1960. Usually offered every second year.

Mr. Sundiata

HIST 120a Britain in the Later Middle Ages

[ss]

Exploration of the critical changes in government and society in the British Isles from the late 14th to 16th century. Topics include the Black Death, the lordship of Ireland, the Hundred Years War, the Scottish War of Independence, economic change, the Tudors, and the Reformation. Usually offered every third year.

Mr. Kapelle

HIST 123a The Renaissance

[ss]

Culture, society, and economy in the Italian city-state (with particular attention to Florence) from feudalism to the rise of the modern state. Usually offered every second year.

Mr. Kapelle

HIST 123b Reformation Europe (1400-1600)

[ss]

Survey of Protestant and Catholic efforts to reform religion in the 15th and 16th centuries. Topics include scholastic theology, popular piety and anticlericalism, Luther's break with Rome, the rise of Calvinism, Henry VIII and the English Reformation, the Catholic resurgence, and the impact of reform efforts on the lives of common people. Usually offered every third year.

Mr. Sreenivasan

HIST 124b Science in the Ancient Medieval World

[ss]

Many of the central questions asked by science and the methods used to solve them were first developed in antiquity. This heritage was built upon in the Middle Ages and laid the groundwork for the Scientific Revolution. Examines primary texts and their social and cultural contexts. A comparative perspective is gained by an examination of science in non-western cultures, in particular China and the Islamic world. Usually offered every second year.

Staff

HIST 126a Early Modern Europe (1500-1700)

[ss]

Survey of politics, ideas, and society in Western Europe in the 16th and 17th centuries. Focuses on the changing relationship between the emerging modern state and its subjects. Topics include the development of ideologies of resistance and conformity, regional loyalties and the problems of empire, changing technologies of war and repression, and the social foundations of order and disorder. Usually offered every third year.

Mr. Sreenivasan

HIST 127b Household and Family in Late Medieval and Early Modern Europe (1300-1800)

[qr ss]

An examination of the fundamental building block of pre-modern European society. Topics include the demographic structures, economic foundations, and governing ideologies that sustained the household, as well as the repercussions of failure or refusal to live according to "normal" forms. Usually offered every second year.

Mr. Sreenivasan

HIST 128a Ecological Imperialism: the Environmental Consequences of Early Modern Expansion

[ss]

In the wake of Columbus, Eurasian humans, plants, animals, and microorganisms combined to completely change the human and ecological face of the New World. Focuses on changes in the Caribbean and New England regions, but also offers comparative perspectives drawn from European encounters with other parts of the world. Concludes with an examination of the first glimmerings of an environmental consciousness among Western scientists. Usually offered every fourth year.

Staff

HIST 129b Science and Religion: The Trial of Galileo

[ss]

Tackles the thorny question of the interaction of science and religion. Focuses on that most (in)famous episode, the trial of Galileo. What was his crime? What role did the Church play? Also examines examples from other centuries. Usually offered every second year.

Staff

HIST 130a The French Revolution

[ss]

The sources, content, and results of the French Revolution; its place in the broader context of the democratic revolution of the West. A study of the events and analysis of the elements involved. Usually offered every second year.

Mr. Black

HIST 131a The Scientific Revolution

[ss]

Science is now the dominant institution for understanding and manipulating the natural world. Many of its key elements—mathematical law, experiment, systematic observation, open communication—arose in the scientific revolution of the 17th century. This course examines the cultural and intellectual origins of modern science through the seminal works of Copernicus, Kepler, Galileo, and Newton. Usually offered every third year.

Staff

HIST 131b Science and Technology in the Twentieth Century

[ss]

The major scientific and technological advances since 1900 and their relations to the main intellectual currents. The relation of science to technology, social structure, and political institutions. Usually offered every second year.

Staff

HIST 132a European Thought and Culture: Marlowe to Mill

[ss]

Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from the skeptical crisis of the late 16th century to the Romantic upheaval of the early 19th. Usually offered every year.

Mr. Binion

HIST 132b European Thought and Culture since Darwin

[ss]

Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from mid-19th-century Realism to late 20th-century Unrealism. Usually offered every year.

Mr. Binion

HIST 133a Politics of the Enlightenment

[ss]

This course may not be repeated for credit by students who have taken POL 185b in previous years.

The Enlightenment as a source of the intellectual world we live in today. Examination of some of the political, philosophical, and scientific writings of the philosophers. Usually offered every third year.

Mr. Hulliung

HIST 133b Rights & Revolutions: History of Natural Rights

[ss]

This course may not be taken for credit by students who have taken HOID 127a in the spring of 2003.

An examination of the doctrine of national rights, its significance in the contemporary world, its historical development, and its role in revolutionary politics. The English, and French Declarations of 1689, 1776, and 1789 will be compared and contrasted.

Usually offered every second or third year.

Mr. Hulliung

HIST 134a Nineteenth-Century Europe: From Revolution to National Unification (1789-1870)

[ss]

The demographic, economic, and French revolutions; Napoleonic imperium; instability and revolt in restoration Europe; romanticism; urbanization and industrialization; revolutions of 1848; national unification and ethnic politics; the "liberal era". Usually offered every second year.

Mr. Black

HIST 134b Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1850-1919)

[ss]

The world of nation-states; urbanization and mature industrial societies; science and culture; attacks on liberal civilization; socialism, collectivism, and imperialism; domestic tensions and world politics. Usually offered every second year.

Mr. Black

HIST 135b Evolution and Creationism in Historical Perspective

[ss]

How did Darwin reach his theory of natural selection? How did he draw on earlier work? Why has his theory still not convinced most Americans? Can you accept evolution but not natural selection? Why don't Creationists and Evolutionists understand each other? Usually offered every third year.

Staff

HIST 136a Health and Healing in American History

A survey of the history of American medicine in its social and political contexts from the colonial era to the present. Topics include healthcare institutions and healers, changing understandings of health and disease, and interactions among disease, environment, and society. Usually offered every year.

Ms. Weinstein

HIST 137a Evolution of the International System, 1815 to the Present

[ss]

The evolution of the modern international system from 1815 to the present. Focuses on the domestic bases of international strengths and changes in the balance of power from Napoleon to the end of the Cold War. Usually offered every fourth year.

Mr. Black

HIST 137b World War I

[ss]

Examines the opening global conflict of the 20th century. Topics include the destruction of the old European order, the origins of total war, the cultural and social crisis it provoked, and the long-term consequences for Europe and the world. Usually offered every second year.

Mr. Jankowski

HIST 139b Fascism East and West

[ss]

A comparative analysis of dictatorship in Europe, Japan, and Latin America during the 20th century. Topical emphasis on the social origins, mass culture, and political organization of authoritarian regimes. Usually offered every third year.

Ms. Kelikian

HIST 140a A History of Fashion in Europe

[ss]

Looks at costume, trade in garments, and clothing consumption in Europe from 1600 to 1950. Topics include sumptuous fashion, class and gender distinctions in wardrobe, and the rise of department stores. Usually offered every third year.

Ms. Kelikian

HIST 141b Studies in British History: 1830 to the Present

[ss]

Topics include Victorian society and culture, Britain in the world economy, liberalism, socialism, and the rise of labor, democracy, and collectivism between the wars, labor in power, mass culture, the Thatcher Revolution. Usually offered every second year.

Mr. Black

HIST 142a Crime, Deviance, and Confinement in Modern Europe

[ss]

Examines the crisis of law and order in old regime states and explores the prison and asylum systems that emerged in modern Europe. Surveys psychiatry and forensic science from the Napoleonic period until World War II. Usually offered every third year.

Ms. Kelikian

HIST 142b Europe since 1945

[ss]

Examines impact of the end of the Eurocentric world system, including the division of East from West Europe, the German question, the impact of decolonization, the involvement of the United States, the growth of the European community, and the collapse of communism. Usually offered every third year.

Mr. Jankowski

HIST 145a War in European History

[ss]

Introduces student to the changing nature of war and warfare in European history since the Middle Ages. Explores the reciprocal influence of armies and societies and the ways in which wars reflect the cultures of the polities waging them.

Usually offered every second year.

Mr. Jankowski

HIST 145b Introduction to Modern France

[ss]

Explores French politics and society from 1789 to the present. Emphasis on the shocks from which it has had to recover, including revolutions, wars, and foreign occupation, the implantation of stable institutions, and the continuing role of intellectuals in French society. Usually offered every second year.

Mr. Jankowski

HIST 146a Romantic Europe, 1798-1848

[ss wi]

Revolution and reaction; social ferment; religion, philosophy, and ideology; the arts and sciences; historicism and exoticism, heroism and populism, realism and reverie, vitality and languor, dreams and nightmares, in Europe's age of Romanticism. Lectures; common readings; individual research. Usually offered every second year.

Mr. Binion

HIST 146b Hitler, Germany, and Europe

[ss]

Hitler's personality and politics in their German and European context, 1889-1945. Usually offered every second year.

Mr. Binion

HIST 147a Imperial Russia

[ss wi]

Examines the processes and problems of modernization—state development, economic growth, social change, cultural achievements, and emergence of revolutionary and terrorist movements. Usually offered every year.

Mr. Freeze

HIST 147b Twentieth-Century Russia

[ss wi]

Russian history from the 1905 revolution to the present day, with particular emphasis on the Revolution of 1917, Stalinism, culture, and the decline and fall of the USSR. Usually offered every second year.

Mr. Freeze

HIST 148a Religion and Society in Modern Russia

[ss]

Examines the role of religion, institutional and popular, in the social, political, and cultural development of Russia from the 18th century to the present. Usually offered every second year.

Mr. Freeze

HIST 148b Central Asia in Modern Times

[nw ss]

Surveys the modern history of Central Asia, emphasizing the 20th century and contemporary history; it gives particular attention to the processes of colonialization and modernization and their impact on the traditional social order and Islamic religious life. Usually offered every year.

Mr. Freeze

HIST 150b Gettysburg: Its Context in the American Civil War

[ss]

Prerequisite: HIST 153b is recommended. Consultation with instructor prior to registration is recommended.

The Battle of Gettysburg will be presented from the perspective of not only the military events that occurred in the summer of 1863, but also the causes and consequences of the battle. Thus, one aim is to address the drama and meaning of the larger conflict through an intense, but far-ranging, discussion of a pivotal event within it. Usually offered every second year.

Mr. Hall

HIST 151b The American Revolution

[ss]

Explores the causes, character, and consequences of the American war for independence. Usually offered every second year.

Mr. Fischer

HIST 152a The Literature of American History

[ss]

Readings and discussions on the classical literature of American history, the great books that have shaped our sense of the subject. Usually offered every second year.

Mr. Fischer

HIST 152b Salem, 1692

[ss wi]

An in-depth investigation of the Salem witch trials of 1692 and their role in American culture during the last 300 years. Focusing on gender, religion, law, and psychology, the class explores primary sources as well as films, plays, and novels. Students will also conduct field research in Salem. Usually offered every third year.

Ms. Kamensky

HIST 153a Americans at Home: Families and Domestic Environments, 1600 to the Present

[ss]

This survey of nonpublic life in the United States explores the changing nature of families and the material environments that have shaped and reflected American domestic ideals during the last four centuries. Major topics include gender roles and sexuality; production, reproduction, and material culture in the home; conceptions of the life course; racial, ethnic, and regional variations on the family; the evolution of "public" and "private" life; and the relationship between the family and the state. Usually offered every second year.

Ms. Kamensky

HIST 153b Slavery and the American Civil War

[ss]

A survey of the history of slavery, the American South, the antislavery movement, the coming of the Civil War, and Reconstruction. Usually offered every second year.

Mr. Fischer

HIST 154b Women in American History, 1600-1865

[ss]

An introductory survey exploring the lives of women in Anglo-America from European settlement through the Civil War. Topics include the "history of women's history"; the role of gender in Native American, African, and European cultures; women's religion, work, and sexuality; and the changing possibilities for female education and expression from the colonial period through the 19th century. Usually offered every fourth year.

Ms. Kamensky

HIST 157a Americans at Work: American Labor History

[ss wi]

Throughout American history, the vast majority of adults (and many children too) have worked, although not always for pay. Beginning with the colonial period, we shall explore the idea that a job is never just a job; it is also a social signifier of great value. Topics include slavery and servitude, race and gender in the workplace, household labor and its meanings, technological innovation, working-class political movements, and the role of the state in shaping patterns of work. Usually offered every fourth year.

Ms. Jones

HIST 158b Social History of the Confederate States of America

[ss]

An examination of the brief life of the southern Confederacy, emphasizing regional, racial, class, and gender conflicts within the would-be new nation. Usually offered every third year.

Ms. Jones

HIST 160a American Legal History I

[ss]

Surveys American legal development from colonial settlement to the Civil War. Major issues include law as an instrument of revolution, capitalism and contract, invention of the police, family law, slavery law, and the Civil War as a constitutional crisis. Usually offered every third year.

Mr. Willrich

HIST 160b American Legal History II

[ss]

Survey of American legal development from 1865 to the present. Major topics include constitutionalism and racial inequality, the legal response to industrialization, progressivism and the transformation of liberalism, the rise of the administrative state, and rights-based movements for social justice. Usually offered every year.

Mr. Willrich

HIST 161b American Political History

[ss]

Development of American party politics, the legal system, and government. Special attention paid to the social and cultural determinants of party politics, and economic and social policymaking. Usually offered every second year.

Staff

HIST 163a Socialism and Communism in American History

[ss]

Examines the aspirations, achievements, and failings of radicals who articulated a socialist or communist vision for the United States. Readings will focus on the life stories of radicals at the turn of the 20th century, the 1930s, and the 1960s. Usually offered every third year.

Mr. Engerman

HIST 164b The American Century: The U.S. and the World, 1945 to the Present

[ss]

America's global role expanded dramatically in the aftermath of World War II. Explores key aspects of that new role, from the militarization of conflict with the Soviets to activities in the Third World. Usually offered every third year.
Mr. Engerman

HIST 166b The United States in World War II

[ss]

Focuses on the American experience in World War II. From the 1920s to the early 1940s, totalitarian regimes were widely believed to be stronger than open societies. The outcome of World War II demonstrated the opposite. By combining the methods of the old military and political history with the new social, cultural, and economic history, examines history as a structured sequence of contingencies, in which people made choices and choices made a difference. Usually offered every second year.
Mr. Fischer

HIST 168b America in the Progressive Era: 1890-1920

[ss]

Surveys social and political history during the pivotal decades when America became a "modern" society and nation-state. Topics include populism, racial segregation, social science and public policy, the Roosevelt and Wilson administrations, environmental conservation, and the domestic impact of World War I. Usually offered every second year.
Mr. Willrich

HIST 169a Thought and Culture in Modern America

[ss]

Developments in American philosophy, literature, art, and political theory examined in the context of socioeconomic change. Usually offered every third year.
Mr. Engerman

HIST 170a Italian Films, Italian Histories

[ss wi]

Explores the relationship between Italian history and Italian film from Unification to 1975. Topics include socialism, fascism, the deportation of Jews, the Resistance, the mafia, and the emergence of an American-style star fixation in the 1960s. Usually offered every second year.
Ms. Kelikian

HIST 171a New World Revolutions: United States, Haiti, Peru

[ss]

Compares revolutionary struggles of European, African, and Native American rebels and loyalists, in three different Atlantic empires, drawing on themes of race, political culture, and the development of nationalism. Usually offered every year.
Mr. Mumford

HIST 172a Native Peoples of the Americas to 1824

[ss]

Studies the histories and cultures of Native Americans through the end of the colonial era, in Amazonia, the Andes, Mesoamerican and the Mya lands, the North American Plains, Mississippi valley and eastern woodlands, in transnational and comparative context. Usually offered every year.
Mr. Mumford

HIST 174a The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War

[nw ss]

This seminar explores relations between the Caribbean and the United States during the 20th century. Emphasis is on the Greater Antilles (Cuba, Puerto Rico, Haiti, and the Dominican Republic), but students may study other countries in research papers if they wish. Usually offered every third year.
Ms. Arrom

HIST 176a The Emergence of Modern Japan

[nw ss]

A general introduction to Japan's modern transformation from a late feudal society into a powerful nation-state capable of challenging the Western powers. Particular attention is given to feudal legacies, rapid economic growth, nationalism and ultranationalism, the "Pacific War" between Japan and the United States, the meaning of defeat, issues of postwar democracy, and the workings of the postwar political economy. Usually offered every second year.
Mr. Lyman

HIST 177b Modern Germany: From Second Empire to Second Republic

[ss]

Offers a systematic examination of modern Germany from the establishment of the German Empire in 1871 to unification in 1990. Primary focus is political and social history. Usually offered every second year.
Staff

HIST 179a Globalization: Critical Historical Perspectives

[ss]

Globalization is a process that is changing the world in every sphere of human endeavor: economy, society, environment, and culture. While often considered inevitable, globalization presents numerous challenges to basic conceptions of a civil society and an equitable economy. Examines critical stances on the historical development of globalization from a wide variety of disciplines. Usually offered every fourth year.
Staff

HIST 180b Topics in Modern Chinese History

[ss]

Prerequisite: HIST 80a or 80b or equivalent. An advanced seminar introducing important issues and approaches in contemporary scholarship on China. Reading, discussion, bibliographical training, and term paper. Topics will deal with the close of the imperial era and with Sino-American relations. Usually offered every second year.
Mr. Schrecker

HIST 181a Seminar on Traditional Chinese Thought

[nw ss]

Social, historical, and political theory is one of China's greatest contributions to world civilization. Studies the most influential schools (Confucianism, Mohism, Taoism, and Legalism) through the reading and discussion of original texts. Usually offered every second year.
Mr. Schrecker

HIST 181b Red Flags/Black Flags: Marxism vs. Anarchism, 1845-1968

[ss]

From Marx's first major book in 1845 to the French upheavals of 1968, the history of left-wing politics and ideas. The struggles between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. Usually offered every third year.
Mr. Hulliung

HIST 183b Community and Alienation: Social Theory from Hegel to Freud

[ss]

The rise of social theory understood as a response to the trauma of industrialization. Topics include Marx's concept of "alienation," Tonnies's distinction between "community" and "society," Durkheim's notion of "anomie," Weber's account of "disenchantment," and Nietzsche's repudiation of modernity. Usually offered every fourth year.
Mr. Hulliung

HIST 186a Europe in World War II

[ss]

Examines the military and diplomatic, social and economic history of the war. Topics include war origins; allied diplomacy; the neutrals; war propaganda; occupation, resistance, and collaboration; the mass murder of the Jews; "peace feelers"; the war economies; scientific warfare and the development of nuclear weapons; and the origins of the Cold War. Usually offered every third year.
Mr. Jankowski

HIST 186b War in Vietnam

[ss]

A reading and research seminar on the American involvement in Vietnam. Focuses on teaching the history of America's longest war, as well as improving the student's ability to write a research paper using source materials. Usually offered every second year.
Mr. Schrecker

HIST 187a Problems in American Women's History

[ss]

Selected readings in the history of American women, with an emphasis on historiography, research methodology, and the conceptual frameworks of several major, recent secondary works in the field. Usually offered every fourth year.

Ms. Jones

HIST 188a Narrative Strategies: Writing History in a Post-Modern Age

[ss]

This course may not be repeated for credit by students who have taken HIST 150a in previous years.

This reading seminar and writing workshop explores the changing nature of the historian's craft in an age when notions like "objectivity," authors' control over texts, even the possibility of verifiable truth have come under attack. Explores theoretical writings on post-modern narrative, but focuses mainly on practice: reading and writing history that engages these concerns. Usually offered every second year.

Ms. Kamensky

HIST 189a Topics in the History of Early America

[ss]

Reading and discussion seminar exploring problems in the history of British North America from the first white settlement through the mid-18th century. Usually offered every third year.

Staff

HIST 189b Research in American Social History

[ss]

Advanced coordinated research from primary materials. Students will engage in a common project in American social history. Usually offered every second year.

Mr. Fischer

HIST 190a Historiography

[ss]

A critical analysis of classical historiography. Usually offered every second year.

Mr. Hulliung

HIST 191b Psychohistory

[ss]

The theory and practice of psychohistory from its beginnings as applied psychoanalysis through its emergence as an independent discipline to the main tendencies and controversies in the field today. Usually offered every fourth year.

Mr. Binion

HIST 192b Romantic and Existentialist Political Thought

[ss]

Readings from Camus, Sartre, Beckett, etc. Examination and criticism of romantic and existentialist theories of politics. Usually offered every second year.

Mr. Hulliung

HIST 195a American Political Thought: From the Revolution to the Civil War

[ss]

Antebellum America as seen in the writings of Paine, Jefferson, Adams, the Federalists and Antifederalists, the Federalists and Republicans, the Whigs and the Jacksonians, the advocates and opponents of slavery, and the Lincoln-Douglas debates. Usually offered every second year.

Mr. Hulliung

HIST 195b American Political Thought: From the Gilded Age through the New Deal

[ss]

Topics include the Mugwumps, Populists, Progressives; Teddy Roosevelt and Woodrow Wilson, the New Nationalism and the New Freedom, the continuities and discontinuities of the New Deal and the Progressive Era. Usually offered every second year.

Mr. Hulliung

HIST 196a American Political Thought: From the 1950s to the Present

[ss]

Covers the New Left of the 1960s, its rejection of the outlook of the 1950s, the efforts of liberals to save the New Left agenda in the New Politics of the 1970s, and the reaction against the New Left in the neoconservative movement. Usually offered every second year.

Mr. Hulliung

(200 and above) Primarily for Graduate Students

Seminars**CHIS 300d Research Papers**

Specific sections for individual faculty members as requested. Offered every year.

Staff

CHIS 320a Readings

Specific sections for individual faculty members as requested. Offered every year.

Staff

CHIS 320b Readings

Specific sections for individual faculty members as requested. Offered every year.

Staff

CHIS 400d Dissertation Research

Specific sections for individual faculty members as requested. Offered every year.

Staff

HIST 200a Colloquium in American History

Topics vary from year to year. Usually offered every year.

Mr. Fischer

HIST 200b Colloquium in American History

An examination of major themes in the historiography of modern America. Topics vary from year to year. Usually offered every year.

Ms. Jones

HIST 201a Major Problems in American Legal History

This course may not be repeated for credit by students who have taken HIST 168a in previous years.

An advanced readings seminar on major interpretive issues in the field of American legal history. The seminar examines the different ways historians have interpreted law, political culture, and governing institutions, and their historical relationship to broader social, economic, cultural, and political processes. Usually offered every second year.

Mr. Willrich

HIST 202a History of the Present

An advanced readings seminar that explores recent scholarship on American history since 1945, including politics, culture, social movements, and international relations. Usually offered every second year.

Mr. Engerman

HIST 203a American Historians and American Identity

Analyzes the major intellectual and institutional changes of the American historical profession since its founding in the late 19th century. By focusing on historians' conceptions of American identity, it also reveals early antecedents to contemporary "identity politics." Usually offered every second year.

Mr. Engerman

HIST 204a The Worlds of William Bentley

Graduate research seminar centered on the life and times of Salem minister William Bentley (1759-1819). Through their work with Bentley's diary, as well as field study, archival visits, secondary readings, and group research projects, students explore such topics as religion, politics, economic thought, intellectual life, material culture, gender relations, and the life course in the post-Revolutionary United States. Usually offered every fourth year.

Ms. Kamensky

HIST 205a Social Politics in the Progressive Era

May not be repeated for credit by students who have taken HIST 187b in previous years.

An advanced readings seminar that examines the different ways historians have interpreted the origins, causes, and consequences of social politics in Progressive Era America (1890). Usually offered every second year.

Mr. Willrich

HIST 210a Historical Research: Methods and New Departures

Provides an introduction to research methods and the main current approaches (conceptual, methodological, thematic) in historical writing. Usually offered every year.

Mr. Freeze

HIST 211a Seminar in Comparative History

Designed for first- and second-year graduate students. Usually offered every second year.

Ms. Kelikian

HIST 215a World History

Designed to introduce students to the methods, sources, and writings about global and non-western histories. Taught collectively by specialists in Latin American, Asian, African, and Middle Eastern history. Usually offered every second year.

Staff

HIST 221a Colloquium in European Comparative History since the Eighteenth Century

Designed for first-year graduate students. Comparative examination of major historical issues in Europe from the 18th through the 20th centuries. Usually offered every second year.

Mr. Jankowski

HIST 221b Colloquium in Early Modern European History

This course may not be repeated for credit by students who have taken HIST 199a in previous years.

An introduction to the major episodes in the religious, social, political, and intellectual history of early modern Europe (ca. 1450-1800), with special attention given to methods of historical scholarship and discussion of various historiographic interpretations. Usually offered every year.

Mr. Sreenivasan

HIST 300e Directed Research in American History

Students will normally elect one research topic in the fall term and the spring of the first year. Each is designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of sources. Each is equivalent of two full courses. Specific research topics are selected by the student in consultation with the professor. Usually offered every year.

Staff

HIST 301d Directed Research in American History for M.A. Students

Year-long research project designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of primary sources. Students select a specific research topic in consultation with the advisor. The course covers two semesters, with one course credit given in each term. Usually offered every year.

Staff

HIST 320a Readings in American History

Usually offered every term. Specific sections for individual faculty members as requested.

Staff

HIST 320b Readings in American History

Usually offered every term. Specific sections for individual faculty members as requested.

Staff

HIST 340a Teaching in American History

Usually offered every term. Supervised graduate teaching in American history.

Staff

HIST 340b Teaching in American History

Usually offered every term. Supervised graduate teaching in American history.

Staff

HIST 401d Dissertation Research

Usually offered every semester. Specific sections for individual faculty members as requested.

Staff

Cross-Listed Courses

AAAS 18b

Africa and the West

AAAS 70a

Introduction to Afro-American History

AAAS 85a

Survey of Southern African History

AMST 104b

Boston and its Suburbs: Environment and History

ANTH 108b

History, Time, and Tradition

CLAS 100a

Survey of Greek History: Bronze Age to 323 B.C.E.

CLAS 115b

Topics in Greek and Roman History

IMES 104a

Islam: Civilization and Institutions

NEJS 136a

History and Culture of the Jews in East-Central Europe to 1914

NEJS 137b

A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

NEJS 140a

History of the Jews from the Maccabees to 1497

NEJS 140b

The Jews in Europe to 1791

NEJS 150b

History of Poland since 1750

NEJS 151b

Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

NEJS 152b

Anti-Judaism, Antisemitism, and Anti-Zionism

NEJS 162a

American Judaism

NEJS 167a

East European Jewish Immigration to the United States

NEJS 188a

The Rise and Decline of the Ottoman Empire, 1300-1800

POL 113b

The American Presidency

POL 124a

Race and Politics in the United States