HIST 371 The Novel in History and the Historical Novel  
Wednesdays 2-5:40pm in Stevenson 2079  
(Meets History Department requirement for a course in European history)

This course explores both the novel as historical artifact as the fictionalization of the past. Students will read a variety of novels that had important effects on their times (e.g. Harriet Beecher Stowe’s *Uncle Tom’s Cabin*) and attempts to imagine the past in ways possible through standard historical sources (e.g. Pat Barker’s *Regeneration*, a treatment of post traumatic stress disorder in the First World War). Some, such as *Hope Leslie* by Catherine Maria Sedgwick, serve as both a work of historical imagination and an artifact of its day. Concurrent with the reading of the novels, students will consider historical scholarship on the subjects of the novels. This seminar emphasizes historical analysis of the novels in both discussion and written work. There will be a number of short essays requiring close reading of the text. The final project, an extended paper of fifteen pages, should demonstrate research skills and the ability to use secondary sources in consideration of the novels.

HIST 372.1: Arabs in the Americas  
Fridays 9-12:40am in Salazar 2013  
(Meets History Department requirement for a course in non-US/non-European history)

This seminar follows the journey of Arabic-speaking immigrants to the Americas in the nineteenth and twentieth centuries through the present. The class focuses primarily on Lebanese, Syrian, and Palestinian communities with some attention to other Middle Eastern immigrants. How Arabic-speaking immigrants have settled in the United States, Canada, Brazil, Argentina, Honduras, Ecuador, the Caribbean, and Mexico will be examined to better understand their host country environments. The course draws on a multidisciplinary approach to explore the Arab migration experience with scholarly journals and monographs, films, and popular media constructions of “Arab terrorists.” By the end of the semester, students will be able to discuss the differences between Arabs and Muslims, and how the treatment of Arab immigrants in the respective American nation-states has evolved.

HIST 372.2: Spanish Inquisition  
MW 6-7:50 pm in Stevenson 2079  
(Meets History Department requirement for a course in non-US/non-European history)

The Spanish Inquisition will examine the peninsular origins of the Inquisition as well as its work in the New World. We'll be working with Inquisition documents, but they'll be translated, so knowledge of another language is not necessary.
HIST 375.1 The American Creed: Exceptionalism and Nationalism in Historical Perspective
Tuesdays 8-11:40 am in Salazar 2013

The English writer G.K. Chesterton once called the United States “the only nation in the world that is founded on a creed,” the testament to American beliefs set forth in the Declaration of Independence. Two components of this claim remain distinctive features of what thinkers and cultural critics like to call “the American creed”: first, the idea of American exceptionalism, that the United States has a particular mission in the world stemming from its particular character; second, the variety of nationalistic patriotism that logically follows from this exceptionalism. This course will evaluate the historical development of and different arguments for and against the American creed by examining the principal documents that have expressed it. The basic articles of the creed—a belief in individual rights, faith in progress, and dedication to the spread of democracy—have retained continuity across historical change, but the applications and ramifications of the creed, along with the specific values ascribed to it, have varied by race, class, gender, ethnicity, and religious affiliation within historical periods and by the issues particular to historical moments over time. The major themes for the course will be how the American creed has challenged, straddled, or reified four major concerns for American thinkers: 1) the religious/secular divide; 2) the problem of race/ethnicity and the challenge of multiculturalism to ideas of unified American character; 3) the liberal/conservative opposition; 4) the role of the United States in the World.

HIST 375.3 The Peoples of the United States
Mondays 8-11:40am in Art 102
"The Peoples of the United States" is a course that explores the ways in which conquest and immigration have shaped the American past and national identity. Students would examine the processes of the “peopling” of the nation that would include themes such as: patterns of immigration, conquest, constructions of ethnicity and race, the religious, cultural and economic imprints of immigrants and conquered peoples, ideas and debates about citizenship, and the changing answers to a centrally important question "What is an American?"

HIST 377: Becoming Modern in China and Japan
Thursdays 1-4:40pm in Stevenson 2079
(Meets History Department requirement for a course in non-US/non-European history)
Between the Opium War in China (1839-42) and the Japanese invasion that began WWII in 1937, both China and Japan were forced to adapt to the aggressive commercial and colonizing forces of Western Europe and the United States. Although they shared some overlapping cultural and historical values, Japan and China were profoundly different in political, economic and social values. Both countries eventually sought to “modernize” and industrialize, and both became deeply engaged in foreign diplomatic and commercial relations. This course looks at the attempts of these two Asian states to understand, accommodate and confront the Western idea of “modernity.” Our approach will emphasize the way modernity impacted intellectuals, judicial systems, architecture and family life, and the growing underclass of urban centers as Chinese and Japanese sought to adapt tradition to the demands of the wider world.
Too often, Africa and Africans are understood as being on the periphery of world history. Histories of the Atlantic World are only now beginning to recognize Africans’ contribution to the making of the modern world, and more specifically, their impact on the cultures and societies of post-Columbian America. This class turns this narrow view of African history on its head, by placing Africa at the center of World History. How did Africans live happily and harmoniously without states up until the nineteenth century and what does this say about our assumptions and the larger processes of world history? Why do Nigerians go to Brazil to learn about African healing? How did bananas from Malaysia become a staple of the African diet? Did Belgian colonialism lead to Rwandan genocide? This course will challenge the previous model of writing about Africa that has relegated Africans to the margins of history, and furthermore, it will ask students to construct a new vocabulary that takes account of the distinctiveness of African historical experience in a way that enlarges our understanding of World History.