

# HISTORY

Humanities Quadrangle, 2nd floor, 203.432.1366  
<http://history.yale.edu>  
 M.A., M.Phil., Ph.D.

## Chair

Alan Mikhail

## Director of Graduate Studies

Lauren Benton (203.432.1361)

**Professors** Sunil Amrith, Lauren Benton, Ned Blackhawk, David Blight, Daniel Botsman, Paul Bushkovitch, Deborah Coen, Stephen Davis, Carolyn Dean, Fabian Drixler, Carlos Eire, David Engerman, Paul Freedman, Joanne Freeman, John Gaddis, Beverly Gage, Bruce Gordon, Greg Grandin, Valerie Hansen, Robert Harms, Matthew Jacobson, Paul Kennedy, Jennifer Klein, Regina Kunzel, Naomi Lamoreaux, Noel Lenski, Kathryn Lofton, Mary Lui, Daniel Magaziner, J.G. Manning, Ivan Marcus, John Merriman, Joanne Meyerowitz, Alan Mikhail, Samuel Moyn, Nicholas Parrillo, Mark Peterson, Stephen Pitti, Naomi Rogers, Paul Sabin, Stuart Schwartz, Timothy Snyder, David Sorkin, John Harley Warner, Arne Westad, John Witt, Taisu Zhang

**Associate Professors** Jennifer Allen, Paola Bertucci, Rohit De, Marcela Echeverri Muñoz, Anne Eller, Crystal Feimster, Elizabeth Hinton, Denise Ho, Andrew Johnston, Isaac Nakhimovsky, Vanessa Ogle, Joanna Radin, William Rankin, Edward Rugemer, Marci Shore, Elli Stern, Jonathan Wyrzten

**Assistant Professors** Alvita Akiboh, Sergei Antonov, Benedito Machava, Nana Osei Quarshie, Carolyn Roberts, Hannah Shepherd, Nurfadzilah Yahaya

**Senior Lecturer** Jay Gitlin

## FIELDS OF STUDY

Fields include ancient, medieval, early modern, and modern Europe (including Britain, Russia, and Eastern Europe), United States, Latin America, East Asia, Southeast Asia, Middle East, Africa, Jewish history; and diplomatic, environmental, ethnic, intellectual, labor, military, political, religious, social, and women's history, as well as the history of science and medicine (see the section in this bulletin on the History of Science and Medicine).

## SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

### Language Requirements

All students must pass examinations in at least one foreign language by the end of the first year. Students are urged to do everything in their power to acquire adequate linguistic training before they enter Yale and should at a minimum be prepared to be examined in at least one language upon arrival. Typical language requirements for major subfields are as follows:

**African** Either (1) French and German or Portuguese or Dutch-Afrikaans; or (2) French or German or Portuguese and Arabic; or (3) French or German or Portuguese or

Dutch-Afrikaans and an African language approved by the director of graduate studies (DGS) and the faculty adviser.

**American** One language relevant to the student's research interests.

**Ancient** German and either French or Italian and two ancient languages, one of which must be Greek or Latin and the second of which can be either the second classical language or another ancient language (e.g., Hebrew, Aramaic/Syriac, Demotic, Coptic, Classical Armenian, Sanskrit).

**Chinese** Chinese and Japanese; additional languages like French, Russian, or German may be necessary for certain dissertation topics.

**East European** The language of the country of the student's concentration plus two of the following: French, German, Russian, or an approved substitution.

**Global/International** Two languages to be determined by the DGS in consultation with the adviser.

**Japanese** Japanese and one additional language, as approved by the student's adviser and the DGS.

**Jewish** Modern Hebrew and German, and additional languages such as Latin, Arabic, Yiddish, Russian, or Polish, as required by the student's areas of specialization.

**Latin American** Spanish, Portuguese, and French.

**Medieval** French, German, and Latin.

**Middle East** Arabic, Persian, or Turkish (or modern Hebrew, depending on area of research) and a major European research language (French, German, Russian, or an approved substitute).

**Modern Western European (including British)** French and German; substitutions are permitted with the approval of the DGS.

**Russian** Russian plus French or German with other languages as required.

**South Asia** One South Asian language and a second relevant research language, whether another South Asian or a European or Asian language.

**Southeast Asian** Choice of Dutch, French, Spanish, Portuguese, Chinese, Sanskrit, or Arabic, plus one or more Southeast Asian language (e.g., Bahasa Indonesian, Burmese, Khmer, Lao, Malay, Tagalog, Thai, Tetum, or Vietnamese). In certain cases, Ph.D. dissertation research on Southeast Asia may also require knowledge of a regional or local language, e.g., Balinese or Cham.

Foreign students whose native language is not English may receive permission during their first year to hand in some written work in their own language. Since, however, the dissertation must be in English, they are advised to bring their writing skills up to the necessary level at the earliest opportunity.

## Additional Requirements

During the first year of study, students normally take six term courses, including Approaching History (HIST 500), which is required of first-year students. During

the second year of study, they may opt to take four to six term courses, with the approval of their adviser and the DGS. Students who plan to apply for outside grants at the beginning of their third year are recommended to take the Prospectus Tutorial (HIST 995) during their second year, and it is required for students in European history. The tutorial should result in a full draft of the dissertation prospectus. The ten courses taken during the first two years should normally include at least six chosen from those offered by the department. Students must achieve Honors in at least two courses in the first year, and Honors in at least four courses by the end of the second year, with a High Pass average overall. Courses graded in the Satisfactory/Unsatisfactory mode (HIST 994, HIST 995, HIST 998) count toward the course work requirement but do not count toward the Honors requirement.

Two of the ten courses must be research seminars in which the student produces an original research paper from primary sources. The Prospectus Tutorial does not count as a research seminar. All graduate students, regardless of field, will be required to take two seminar courses in a time period other than their period of specialty.

Students in their second year should choose their courses so that at least one course will prepare them for a comprehensive examination field in their third year. Some fields offer reading seminars specifically designed to help prepare students for examination; others encourage students to sign up for examination tutorials (HIST 994) with one of their examiners.

By the end of their fifth term, students are strongly recommended to take comprehensive examinations. Students will have a choice of selecting three or four fields of concentration: a major field and either two or three minor fields. The examination must contain one minor field that deals 50 percent or more with the historiography of a region of the world other than the area of the student's major field. The examination will have a written component that will be completed before the oral component. For their major field, students will write a historiographical essay of maximum 8,000 words. For each of the minor fields, the student will prepare a syllabus for an undergraduate lecture class in the field. All of these are to be written over the course of the examination preparation process and will be due not less than two weeks prior to the oral portion of the examination. The oral examination examines the students on their fields and will, additionally, include discussion of the materials produced for the written component of the examination. For those students who choose two minor fields, the major field will be examined for sixty minutes and the minor fields will be examined for thirty minutes each. For those students who choose three minor fields, each field will be examined for thirty minutes.

In order to advance to candidacy, all students must pass a prospectus colloquium. This should be completed by the end of the sixth term by all students, and those who took the Prospectus Tutorial (HIST 995) during their second year are encouraged to hold the colloquium at the beginning of their fifth term. The prospectus colloquium offers students an opportunity to discuss the dissertation prospectus with their dissertation committee in order to gain the committee's advice on the research and writing of the dissertation and its approval for the project. The dissertation prospectus provides the basis of grant proposals.

Both the comprehensive examinations and the prospectus colloquium must be held by the end of the sixth term.

Completion of ten term courses (including HIST 500), the language requirements of the relevant field, the comprehensive examinations, and the prospectus colloquium will qualify a student for admission to candidacy for the Ph.D., which must take place by the end of the third year of study.

It is also possible for students who have completed extensive graduate work prior to entering the Yale Ph.D. program to complete course work sooner. Students may petition for course waivers based on previous graduate work (up to three term courses) only after successful completion of the first year.

Students normally serve as teaching fellows during four terms to acquire professional training. Ordinarily, students teach in their third and fourth years. During their first term of teaching, students must attend training sessions run by the Poorvu Center for Teaching and Learning and work with the associate director of graduate studies to discuss any matters of concern. Students in more advanced years may have the opportunity to teach as associates in teaching (ATs), in conjunction with a faculty member, or as part-time acting instructors (PTAIs), on their own. Both options are available only through a competitive process. Interested students should consult with their advisers and the DGS for further information.

By the end of their ninth term, students are required to submit a chapter of their dissertation to the dissertation committee. This chapter will then be discussed with the student by the committee, in a chapter conference, to give the student additional advice and counsel on the progress of the dissertation. This conference is designed to be an extension of the conversation begun in the prospectus colloquium and is not intended as a defense. Its aim is to give students early feedback on the research, argument, and style of the first writing accomplished on the dissertation.

No less than one month before students plan to submit their dissertations, a relatively polished full draft of the dissertation should be discussed with the student by the dissertation committee, in a dissertation defense of one to two hours, to give the students additional advice and counsel on completing the dissertation or on turning it into a book, as appropriate. Students are required to submit the draft to their committee in sufficient time for the committee to be able to read it. This defense is designed to give students advice on the overall arguments and the final shape of the dissertation or book, and to leave time for adjustments coming out of the discussion.

The fellowship package offered to Ph.D. students normally includes twelve months of University Dissertation Fellowship (UDF), which finances a full year of research and writing without any teaching duties. Students may choose to take the UDF at any point after they have advanced to candidacy and before the end of their sixth year. Students are prohibited from teaching when they are on the UDF. The department strongly recommends that students apply for a UDF only after completing the first chapter conference and that they have drafted at least two chapters before starting the fellowship.

Students who have not submitted the dissertation by the end of the sixth year need not register in order to submit. If, however, students wish to register for a seventh year

for good academic reasons, they may petition for extended registration. The petition, submitted to the History DGS, will explain the academic reasons for the request. Only students who have completed the first chapter conference will be considered for extended registration.

## EVALUATION OF FIRST- AND SECOND-YEAR GRADUATE STUDENTS

At the end of each term, the DGS will ask faculty members whether they have serious concerns about the academic progress of any first- or second-year students in the Ph.D. program. Faculty members who have such concerns will provide written feedback to the DGS at the DGS's request. The DGS will use discretion in ensuring that feedback is provided in a clear and effective manner to any students about whom there are concerns. We expect such concerns to be rare.

Toward the end of the academic year, the History faculty will hold a special meeting to review each first- and second-year student in the program. The purpose of the meeting is to assess students' academic progress. In order for second-year students to proceed to the third year, they must demonstrate through written work, classroom performance, and participation in departmental activities that they have the ability to: (a) speak and write clearly; (b) conduct independent research at a high level; and (c) develop coherent scholarly arguments. A faculty vote will be taken at the conclusion of the review meeting to decide whether each second-year student may stay in the program. In the unusual case that a majority of faculty present and voting determine that a student may not continue, the student will be informed in writing and withdrawn from the program. The review meeting must be a full faculty meeting, but faculty members with no knowledge of the students under review may abstain from the vote, and their abstentions will not count in the total. Those members of the faculty who have worked with or know the students being evaluated are required to attend. In the event that any necessary faculty members absolutely cannot be present, they may send their views in writing to the DGS, who will read them at the meeting.

A student informed of a vote of dismissal from the program may submit a formal letter of appeal within two weeks, accompanied by supporting documentation (research or other scholarly work), to the Graduate Advisory Committee. The Graduate Advisory Committee will render a final decision within two weeks of receipt of the appeal. Any members of the Graduate Advisory Committee who have worked directly with the student will recuse themselves from the final vote on the case.

## COMBINED PH.D. PROGRAMS

### History and African American Studies

The Department of History offers, in conjunction with the Department of African American Studies, a combined Ph.D. in History and African American Studies. For further details, see African American Studies.

### History and Classics

The Department of History offers, in conjunction with the Department of Classics, a combined Ph.D. in History and Classics, with a concentration in Ancient History. For further details, see Classics.

## History and Early Modern Studies

The Department of History offers, in conjunction with the Early Modern Studies Program, a combined Ph.D. in History and Early Modern Studies. For further details, see Early Modern Studies.

### MASTER'S DEGREES

**M.Phil.** Students who have completed all requirements for admission to candidacy for the Ph.D. may receive the M.Phil. degree.

**M.A. (en route to the Ph.D.)** Students enrolled in the Ph.D. program may qualify for the M.A. degree upon completion of a minimum of seven graduate term courses at Yale, of which two must have earned Honors grades and the other five courses must average High Pass overall. Students must also pass an examination in one foreign language.

A student in the Ph.D. program in American Studies who wishes to obtain an M.A. degree in History, rather than an M.A. in American Studies, must include in the courses completed at least two research seminars in the History department.

Students enrolled in the Ph.D. program in Political Science may qualify for the M.A. degree in History, rather than an M.A. in Political Science, upon completion of a minimum of six graduate term courses in History at Yale, of which two must have earned Honors grades and the other four courses must average High Pass overall. A student must include in the six courses completed at least two research seminars in the History department.

**Terminal Master's Degree Program** For this terminal master's degree, students must pass seven term courses, four of which must be in History; substantial written work must be submitted in conjunction with at least two of these courses, and Honors grades are expected in two courses, with a High Pass average overall. An undergraduate language course, statistics course, or other applicable course in a technological "language" may count for one course credit toward the graduate degree. All students in this program must pass an examination in one foreign language. Financial aid is not available for this program.

More information is available on the department's website, <http://history.yale.edu>.

### COURSES

**HIST 500a, Approaching History: Problems, Methods, and Theory** Anne Eller and Daniel Magaziner

An introduction to the professional study of history, which offers new doctoral students an opportunity to explore (and learn from each other about) the diversity of the field, while also addressing issues of shared concern and importance for the future of the discipline. By the end of the term participants have been exposed to some of the key methodological and theoretical approaches historians have developed for studying different time periods, places, and aspects of the human past. Required of and restricted to first-term History Ph.D. students.

**HIST 515b / ANTH 514b / ARCG 515b / CLSS 878b / CPLT 671b / JDST 657b / NELC 570b / RLST 672b, Corrupting Seas: Premodern Maritime Ecologies (Archaia Seminar)** Noel Lenski and Hussein Fancy

Uses the theoretical framework of "corrupting seas" developed by Horden and Purcell as a hermeneutic to investigate the cultural, economic, political, and religious environments of the archaic, ancient and medieval Mediterranean, and similar maritime ecologies. Landscape and natural ecologies play an important but not exclusive role in mapping how diversity and connectivity combined to constitute complex and dynamic environments in the Mediterranean, Indian Ocean, Caribbean, and South China Sea. The course is connected with Archaia's Ancient Societies Workshop, which runs its own series of events through the academic year. Students must attend the ASW events in the spring (fall events are optional).

**HIST 516a / CLSS 605a, Greek Papyrology** Joseph Manning

Literary and documentary papyri of Greek and Roman Egypt, concentrating on documents housed in the Beinecke Library from the late Ptolemaic and Roman periods. Topics include using papyri as sources for social and other histories; gaining familiarity with the language of the papyri; and the reading of literary and documentary hands.

**HIST 532b / CLSS 624b / EMST 621b / ENGL 521b / MDVL 621b, Advanced Manuscript Studies** N. Raymond Clemens

This course builds on the foundation provided by MDVL 620 by focusing on both regional Latin hands and the vernacular hands that grew from the Latin tradition. The backbone of the course is Middle English paleography (no prior experience needed), but the course surveys French, Italian, Hebrew, and German hands as well. Prerequisite: MDVL 620 or MDVL 571 or equivalent study of Latin paleography strongly suggested.

**HIST 535b / MDVL 585b, Problems in Church History, 800–1500** Paul Freedman

The course runs chronologically from the Carolingian Empire and its form of imperial church governance through the ecclesiastical reform of the eleventh century, monastic orders and their proliferation in the twelfth century, the emergence of the papal monarchy, and challenges to church authority from secular rulers and popular, sometimes heretical, movements. It ends with the upheavals of the late Middle Ages, specifically the Great Schism of 1378–1417 and the failed conciliar movement of the fifteenth century. Among the sources to be considered are cathedral and monastic cartularies, archival documents, saints' lives and other biographies of church figures, and records indicating the position of the church in the secular world, including education, commerce, city planning, and jurisdictional conflicts.

**HIST 560a / EMST 660a / RLST 691a, Society and the Supernatural in Early Modern Europe** Carlos Eire

Readings in primary texts from the period 1500–1700 that focus on definitions of the relationship between the natural and supernatural realms, both Catholic and Protestant. Among the topics covered: mystical ecstasy, visions, apparitions, miracles, and demonic possession. All assigned readings in English translation.

**HIST 568b / NELC 619b / RLST 608b, Approaches to the Study of Christianity in Late Antiquity** Maria Doerfler

This proseminar addresses key methodological and historiographical issues in the periodization and commodification of late antiquity as a field of inquiry, focusing

especially on Christianity from the rise of Constantine (313) to the Council of Chalcedon (451). Part One of the course focuses on theories and methods that have marked the study of late ancient Christianity in recent decades, including the analysis of discourse, sexuality and gender, bodies and ritual practice, and hybridity and ethnic identities. Part Two focuses on a series of case studies, including the rise of Constantine, North African ecclesiastical resistance, the role of bishops and councils, barbarians and Roman borders, monasticism, pilgrimage, and the cult of the saints. The course concludes with a consideration of early Christian archaeology. The course is designed for EMWAR students with a primary or secondary area of concentration in Early Christianity, Late Ancient Christianity, Christianity and Judaism in the Hellenistic East, and West Asian Religions of the Sasanian and Early Islamic Eras. The course also provides important historical context for students concentrating in New Testament and in Scriptures and their Interpretation in Antiquity. Students interested in completing a seminar-based exam in connection with the course are encouraged to speak with the instructor. Prerequisites: EMWAR area of concentration designations: EarXty, LateXty, XtyJudEast, WAR.

**HIST 572a, Luther and Zwingli: Reformation Conflict** Bruce Gordon and Volker Leppin

The history of the Reformation has traditionally been told around its major figures. More recent developments emphasize the plurality of religious, political, and social views in the sixteenth century. There is less emphasis on the normative teachings of the leading principles, rather an effort to understand the diversity of thought and practice that characterized the unpredictable events of the period. This course looks at two of the most prominent reformers of the period, but does so by asking questions about the nature of a religious movement that transformed the western world. We investigate the lives and thought of Martin Luther and Huldrych Zwingli in order to explore how a movement took shape and why it fractured so quickly and decisively. Theological formulations are discussed in their historical contexts, reinforcing our understanding that nothing was inevitable. Luther and Zwingli offer ways to look at conflicting visions of the human and divine, while helping us to understand that the Reformation was never one thing or merely a set of ideas.

**HIST 578b / EMST 678b / RLST 677b, The Catholic Reformation** Carlos Eire  
Reading and discussion of scholarship on the Catholic Reformation and of key primary texts written between 1500 and 1600.

**HIST 582a / AMST 705a / RLST 705a, Readings in Religion in American Society, 1600–2022** Tisa Wenger

This seminar explores intersections of religion and society in American history from the colonial period to the present as well as methodological problems important to their study. It is designed to give graduate students a working knowledge of the field, ranging from major recent studies to bibliographical tools. In short, the seminar is a broad readings course surveying religion in American history from colonization to the present. It is not a specialized research seminar, but it does require a basic understanding of historiography.

**HIST 590b / JDST 764b / MDVL 590b / RLST 777b, Jews in Muslim Lands from the Seventh through the Sixteenth Century** Ivan Marcus

Introduction to Jewish culture and society in Muslim lands from the Prophet Muhammad to Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem



as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire.

**HIST 595a / JDST 844a / RLST 692a, Introduction to Modern European Jewish**

**History** David Sorkin

This course introduces students to European Jewish history since approximately 1648. It teaches the major historiographical traditions as well as the major themes of European Jewish history. Its audience is students specializing in Jewish history but also other historians who wish to add an understanding of Jewish history to their understanding of Europe.

**HIST 596a / JDST 761a / MDVL 596a / RLST 773a, Jewish History and Thought to Early Modern Times** Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings.

**HIST 603b / JDST 806b / MDVL 603b / RLST 616b, Jews and Christians in the Formation of Europe, 500–1500** Ivan Marcus

This seminar explores how medieval Jews and Christians interacted as religious societies between 500 and 1500.

**HIST 641b, British and Iberian Atlantic** Stuart Schwartz and Mark Peterson

This reading course investigates the burgeoning literature on the emergence of the Atlantic world in the early modern period. The course takes an explicitly comparative approach by examining the British and Iberian Atlantic worlds side by side, with occasional glances at French, Portuguese, and Dutch developments. Themes to be investigated include movements of goods, ideas, peoples, and cultures across the Atlantic. We also consider the independence movements of the late eighteenth and early nineteenth centuries.

**HIST 663b, Europe and Difference** Jennifer Allen

This graduate reading seminar examines the construction of notions of "Europeanness" during the twentieth century by exploring the histories of various communities that European society has marked as "other" in some way. We will consider the shifting places that Jewish, Muslim, Black, Queer, migrant, refugee, and guest worker communities have occupied in Europe over the past century and a half; the ways they have been denied full membership in legal and civil society; how they have battled those exclusions; and the contributions these communities have made to modern European society.

**HIST 667a / FREN 900a / WGSS 667a, History of Gender and Sexuality in Modern Europe** Carolyn Dean

An introduction to the various lines of inquiry informing the history of sexuality. The course asks how historians and others constitute sexuality as an object of inquiry and addresses different arguments about the evolution of sexuality in Europe, including the relationship between sexuality and the state and sexuality and gender.

**HIST 669a, European Empires and Law** Lauren Benton

Empires used law to structure conquest, establish the legitimacy of rule, justify violence, and absorb new populations and territories. Imperial interactions with conquered populations developed in important ways through the medium of law. The

conflicts in and among empires helped to shape the global legal order and to mold the contents of international law. This course considers these and other topics and problems. Readings include selections from the works of key European jurists but focus mainly on providing students with a firm grasp of trends in the secondary literature on empire and law. The emphasis is on the legal history of European empires between 1500 and 1900, but students are encouraged to explore topics and interests in other imperial historiographies.

**HIST 680a, Russian History to 1725** Paul Bushkovitch

The major phases of Russian history from the tenth century, covering the major historiographical controversies and sources. Russian or German helpful but not required.

**HIST 682b / PHIL 770b, Mass Incarceration in the Soviet Union and the United States** Timothy Snyder and Jason Stanley

An investigation of the experience and purposes of mass incarceration in the Soviet Union and the United States in the twentieth century. Incarceration is central to the understanding, if not usually to the self-understanding, of a society. It is thus a crucial aperture into basic questions of values and practices. This course proposes a frontal approach to the subject, by investigating two of the major carceral systems of the twentieth century, the Soviet and the American. Intensive reading includes first-person accounts of the Gulag and American prison as well as scholarly monographs on the causes of mass incarceration in different contexts. Brief account is taken of important comparative cases, such as Nazi Germany and communist China. Guest lectures and guest appearances are an important element of our teaching.

**HIST 683a, Global History of Eastern Europe** Timothy Snyder

A thematic survey of major issues in modern east European history, with emphasis on recent historiography. A reading course with multiple brief writing assignments.

**HIST 687b, Russia, the USSR, and the World, 1855–1945** Paul Bushkovitch

Political and economic relations of Russia/Soviet Union with Europe, the United States, and Asia from tsarism to socialism.

**HIST 703a / AMST 803a, Research in Early National America** Joanne Freeman

A research seminar focused on the early national period of American history, broadly defined. Early weeks familiarize students with sources from the period and discuss research and writing strategies. Students produce a publishable article grounded in primary materials.

**HIST 715b / AFAM 764b / AMST 715b, Readings in Nineteenth-Century America**  
David Blight

The course explores recent trends and historiography on several problems through the middle of the nineteenth century: sectionalism, expansion; slavery and the Old South; northern society and reform movements; Civil War causation; the meaning of the Confederacy; why the North won the Civil War; the political, constitutional, and social meanings of emancipation and Reconstruction; violence in Reconstruction society; the relationships between social/cultural and military/political history; problems in historical memory; the tension between narrative and analytical history writing; and the ways in which race and gender have reshaped research and interpretive agendas.

**HIST 725a, Topics, Themes, and Methods in U.S. History** Stephen Pitti and Paul Sabin

Exploring key readings in U.S. history, this seminar introduces important areas of research, members of the Yale faculty, and resources for research at Yale and beyond. Highly recommended for first and second year doctoral students in US History. Open to other interested graduate students with permission of the instructors.

**HIST 746b / AMST 903b / PHUM 903b, Introduction to Public Humanities** Karin Roffman, Ryan Brasseaux, and Matthew Jacobson

What is the relationship between knowledge produced in the university and the circulation of ideas among a broader public, between academic expertise on the one hand and nonprofessionalized ways of knowing and thinking on the other? What is possible? This seminar provides an introduction to various institutional relations and to the modes of inquiry, interpretation, and presentation by which practitioners in the humanities seek to invigorate the flow of information and ideas among a public more broadly conceived than the academy, its classrooms, and its exclusive readership of specialists. Topics include public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, the socially conscious performing arts, and fundraising. In addition to core readings and discussions, the seminar includes presentations by several practitioners who are currently engaged in different aspects of the Public Humanities. With the help of Yale faculty and affiliated institutions, participants collaborate in developing and executing a Public Humanities project of their own definition and design. Possibilities might include, but are not limited to, an exhibit or installation, a documentary, a set of walking tours, a website, a documents collection for use in public schools.

**HIST 747a / AFAM 763a / AMST 731a, Methods and Practices in U.S. Cultural History** Matthew Jacobson

This sampling of U.S. cultural history from the early national period to the present is designed to unfold on two distinct planes. The first is a rendering of U.S. culture itself—a survey, however imperfect, of the major currents, themes, and textures of U.S. culture over time, including its contested ideologies of race and gender, its organization of productivity and pleasure, its media and culture industries, its modes of creating and disseminating “information” and “knowledge,” its resilient subcultures, and its reigning nationalist iconographies and narratives. The second is a sampling of scholarly methods and approaches, a meta-history of “the culture concept” as it has informed historical scholarship in the past few decades. The cultural turn in historiography since the 1980s has resulted in a dramatic reordering of “legitimate” scholarly topics, and hence a markedly different scholarly landscape, including some works that seek to narrate the history of the culture in its own right (Kasson’s history of the amusement park, for instance), and others that resort to cultural forms and artifacts to answer questions regarding politics, nationalism, and power relations (Melani McAlister’s *Epic Encounters*). In addition to providing a background in U.S. culture, then, this seminar seeks to trace these developments within the discipline, to understand their basis, to sample the means and methods of “the cultural turn,” and to assess the strengths and shortcomings of culture-based historiography as it is now constituted.

**HIST 752a / AMST 741a, Indians and Empires** Ned Blackhawk and Stuart Schwartz

This course explores recent scholarship on Indian-imperial relations throughout North American colonial spheres from roughly 1500 to 1900. It examines indigenous

responses to Spanish, Dutch, French, English, and lastly American and Canadian colonialism and interrogates commonplace periodization and geographic and conceptual approaches to American historiography. It concludes with an examination of American Indian political history, contextualizing it within larger assessments of Indian-imperial and Indian-state relations.

**HIST 768b / AMST 768b, Asian American History and Historiography** Mary Lui

This reading and discussion seminar examines Asian American history through a selection of recently published texts and established works that have significantly shaped the field. Major topics include the racial formation of Asian Americans in U.S. culture, politics, and law; U.S. imperialism; U.S. capitalist development and Asian labor migration; and transnational and local ethnic community formations. The class considers both the political and academic roots of the field as well as its evolving relationship to “mainstream” American history.

**HIST 775b / AMST 866b / WGSS 712b, Readings in the History of Sexuality** Joanne Meyerowitz and Regina Kunzel

Selected topics in the history of sexuality. Emphasis on key theoretical works and recent historical literature.

**HIST 779b, Global Economies: Readings in Economic History** Vanessa Ogle

In this graduate reading seminar, we explore different actors and institutions that shaped the formation of the global economy since the early modern period. The readings focus on a number of forces and their interplay with the economic lives of both ordinary men and women and more elite figures: states/political institutions, the environment, law, war, empire, companies, and capitalists. The seminar provides students with a solid knowledge of the questions currently discussed in the burgeoning subfield of the so-called “new history of capitalism.” We pay particular attention to the contours of these debates beyond the history of the United States, and to the international and global dimensions of economic history.

**HIST 790a, Relations of the Great Powers since 1890** Paul Kennedy and Arne Westad

Reading seminar. Among the topics covered are the “New Imperialism,” the military and naval arms race prior to 1914, the relationship between domestic politics and foreign affairs, the First World War and the alteration of the Great Power order, the “new diplomacy,” appeasement, the rise of the dictator-states, the origins of the Second World War, military and strategic results of the war, the Cold War, reconfigurations of the 1970s and ’80s, the end of the Cold War, post-Cold War relations. There is a heavy emphasis on historiography and an encouragement to relate economic and strategic trends to diplomatic. Open to undergraduate seniors with permission of the instructors.

**HIST 793b, Research in Modern International/Global History** David Engerman and Vanessa Ogle

This seminar provides an opportunity for graduate students to write a research paper on international/global history, broadly defined to include diplomacy, economic relations, social movements, cultural and intellectual connections, and other topics. The first part of the seminar includes readings and class discussions that focus on hands-on strategies and tactics for historical research and academic writing. Later seminar meetings are oriented toward benchmarks and workshops on students’ own research projects.

**HIST 808a, Readings in Modern Latin American History** Greg Grandin and Anne Eller

This readings course for doctoral students offers a foundation in Latin American historiography, both classic work and more recent contributions. It is organized around themes, or concepts, that have structured the writing of histories of the hemisphere, among them resistance and rule, economics, state formation, nationalism, populism. The course is especially helpful for students early in their doctoral program as they begin to organize their comprehensive exams and prospectus.

**HIST 811a / AFAM 800a / PORT 811a, Slavery, Resistance, and Abolition in Brazil** Stuart Schwartz and Junia Furtado

This course examines the cultural, social, and economic aspects of slavery in Brazil from the sixteenth century to the nineteenth century in an Atlantic perspective connecting Brazil to Africa. Although recognizing the enslavement of indigenous peoples, it focuses on African and Afro-Brazilian slavery. The course compares slavery in rural areas, especially on sugar and coffee plantations and in towns and cities, especially in the gold and diamond mining areas where society presented much greater diversity and miscegenation than in the enslaved-based societies of the Brazilian coast, the Caribbean, or the southern United States. In rural areas, the spread of a plantation economy accentuated the distance between the world of the free, dominated by whites, and that of the slaves, composed primarily of people born in Africa. In urban areas, a growing class of freed mulattos and blacks appeared. Urban areas were characterized by several kinds of slaves who worked by themselves as porters, female street vendors, artisans, etc. Many of these people managed to find mechanisms for reducing the weight of slavery, or even to obtain freedom. We also explore the social universe of freed blacks and mulattos.

**HIST 826b, Latin America and the World** Greg Grandin

This reading and discussion seminar is geared toward doctoral students preparing to write a dissertation on Latin America. Through a diverse set of readings, we focus on considering the region, from colonial times to the present, in relationship to the rest of the world, especially to the United States. Provisional readings include Daniel Castro, *Another Face of Empire: Bartolomé de Las Casas, Indigenous Rights, and Ecclesiastical Imperialism*; Emily Berquist, "Early Anti-Slavery Sentiment in the Spanish Atlantic World, 1765–1817," *Slavery and Abolition* 31:2 (2010); James Brown Scott, *The Spanish Origin of International Law*; Benedict Anderson, *Imagined Communities*; Eric Williams, *Capitalism and Slavery*; Julia Gaffield, "The Racialization of International Law after the Haitian Revolution: The Holy See and National Sovereignty," *The American Historical Review* 125 (June 2020); Christy Thornton, *Revolution in Development*.

**HIST 836a / AFST 836a, Histories of Postcolonial Africa: Themes, Genres, and the Contingencies of Archival Research** Benedito Machava

This course is both historiographic and methodological. It is meant as an introduction to the major themes that have dominated the study of postcolonial Africa in recent years, and the material circumstances in which they were produced. We pay close attention to the kinds of sources and archives that scholars have employed in their works, and how they addressed the challenges of writing contemporary histories in Africa. We center our weekly meetings around one key text and one or two supplementary readings. We engage with works on politics, detention, violence,

environment and technology, women and gender, affect, fashion, leisure, and popular culture.

**HIST 837b / AFST 837b, Decolonization and Independence in Africa** Robert Harms

This seminar looks at the process of decolonization in twentieth-century Africa and explores some of the major political, economic, and cultural forces that influenced the trajectories of independent African countries.

**HIST 839a / AFST 839a, Environmental History of Africa** Robert Harms

An examination of the interaction between people and their environment in Africa and the ways in which this interaction has affected or shaped the course of African history.

**HIST 852a, Egypt since 1500** Alan Mikhail

Topics in the historiography of early modern and modern Egypt. Readings include classics in the field as well as examples of recent trends and innovative new works. Emphasis is placed on methodology, source usage, questions of periodization, and other interpretive problems. Open to advanced undergraduate with permission of the instructor.

**HIST 881b, China's Age of Discovery** Valerie Hansen

Study of China's maritime history focusing on the period 1000–1500, culminating with the Zheng He voyages and their cancellation. English-language readings in secondary sources and primary sources in translation; examination of relevant maps in Beinecke's collection. Separate section for those with a reading knowledge of classical Chinese.

**HIST 884a, Readings in the History of Modern Japan** Hannah Shepherd

This course offers students an opportunity to explore recent English-language scholarship on the history of modern Japan (post-1868).

**HIST 888a / RLST 592a, Society and Religion on the Silk Road** Eric Greene and Valerie Hansen

An introduction to artifacts and documents pertaining to social history and religion from the most important sites on the Northern and Southern Silk Roads in China, including Niya, Kizil, Turfan, and Dunhuang. Assigned readings are in English. Readers of Chinese also participate in a separate section reading documents in classical Chinese from Turfan and Dunhuang.

**HIST 889b / EAST 889b, Research in Japanese History** Fabian Drixler and Hannah Shepherd

After a general introduction to the broad array of sources and reference materials available for conducting research related to the history of Japan since ca. 1600, students prepare original research papers on topics of their own choosing in a collaborative workshop environment. Prerequisite: reading knowledge of Japanese.

**HIST 897a / HSHM 762a / SAST 837a, Environment, Medicine, and Science in South and Southeast Asia** Sunil Amrith

This graduate seminar explores the cutting edge of scholarship in histories of environment, medicine, and science in South and Southeast Asia. The course draws examples from both South and Southeast Asia--among our aims is to examine who in their field has challenged or reimagined the conventional boundaries of area studies. The class is designed to serve as preparation for qualifying examinations across a range of fields and as a starting point for students who envisage dissertation projects that engage with these areas of scholarship. Our focus, throughout, is on archives,

approaches, and methodologies (including new approaches to research that have been necessitated by the pandemic). Readings and topics are tailored to the interests of the students in the class. Students have the choice of writing a historiographical paper or producing an original research paper.

**HIST 899a, Readings in the History of Southeast Asia** Nurfadzilah Yahaya

This graduate seminar explores the major works in the history of Southeast Asia from the earliest period until modern day in their many facets—political, cultural, and social. Our focus is on questions of regional boundaries, interpretation of sources, methodology, periodization, and translation.

**HIST 913b / HSHM 713b, Geography and History** Bill Rankin

A research seminar focused on methodological questions of geography and geographic analysis in historical scholarship. We consider approaches ranging from the Annales School of the early twentieth century to contemporary research in environmental history, history of science, urban history, and more. We also explore interdisciplinary work in social theory, historical geography, and anthropology and grapple with the promise (and drawbacks) of GIS. Students may write their research papers on any time period or geographic region, and no previous experience with geography or GIS is necessary. Open to undergraduates with permission of the instructor.

**HIST 921b / HSHM 710b, Problems in Science Studies** Joanna Radin

Exploration of the methods and debates in the social studies of science, technology, and medicine. This course covers the history of the field and its current intellectual, social, and political positioning. It provides critical tools—including feminist, postcolonial, and new materialist perspectives—to address the relationships among science, technology, medicine, and society.

**HIST 923a / EMST 817a / HSHM 717a, Early Modern Studies Practicum** Paola Bertucci

This seminar is open to students in any year, including ABDs, who wish to workshop papers, presentations, talks, grant applications, or anything else related to Early Modern Studies. We work together on developing scholarly skills, reading drafts, and offering feedback.

**HIST 926a / AMST 877a / HSHM 703a, Problems in the History of Medicine and Public Health** John Warner

An examination of the variety of approaches to the social, cultural, and intellectual history of medicine, focusing on the United States. Reading and discussion of the recent scholarly literature on medical cultures, public health, and illness experiences from the early national period through the present. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between vernacular and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; health activism and social justice; citizenship, nationalism, and imperialism; and the visual cultures of medicine.

**HIST 931a / HSHM 702a, Problems in the History of Science** Deborah Coen

Surveys current methodologies through key theoretical and critical works. Students encounter major twentieth-century methodological moments that have left lasting imprints on the field: positivism and anti-positivism, the sociology of knowledge, actor-network theory, and historical epistemology, as well as newer approaches focusing



on space, infrastructure, translation, and exchange. We also consider central conceptual problems for the field, such as the demarcation of science from pseudoscience; the definition of modernity and the narrative of the Scientific Revolution; vernacular science, the colonial archive, and non-textual sources.

**HIST 936b / EMST 816b / HSHM 716b, Early Modern Science and Medicine** Paola Bertucci

The course focuses on recent works in the history of science and medicine in the early modern world. We discuss how interdisciplinary approaches—including economic and urban history, sociology and anthropology of science, gender studies, art and colonial history—have challenged the classic historiographical category of “the Scientific Revolution.” We also discuss the avenues for research that new approaches to early modern science and medicine have opened up, placing special emphasis on the circulation of knowledge, practices of collecting, and visual and material culture.

**HIST 940a / HSHM 770a / WGSS 782a, Disability Histories: Research Seminar** Naomi Rogers

This course introduces students to the major issues in current disability history as well as theoretical debates in disability studies. We discuss cultural, social, and political meanings of citizenship; efforts to define and classify disabled bodies; contested notions of bodily difference; and the ways disability has and continues to be used as a metaphor for socially defined inferiority like gender, race, or sexuality. By the fourth week students have identified the topic for their research papers and discussed them in class. The next month is devoted to research and writing. We then start meeting again to read and discuss a draft of each paper.

**HIST 948b / HSHM 780b, History beyond the Archive** Nana Osei Quarshie

This course focuses on three broad themes. First, we examine the social construction of “the archive.” What forms of knowledge accumulation constitute a historical repository? Second, we examine the role of the archive in the interplay of ethnography and historiography. How do ethnographic history, historical ethnography, and history of the present differ? Lastly, we examine the necessity of the archive and consider various alternative grounds upon which history can be constructed. What might it mean to imagine a history (or a history of science, medicine, and technology) beyond the archive?

**HIST 958a / EMST 531a / ENGL 631a, Land, Labour, and Slavery from Hobbes to Defoe** Feisal Mohamed

This course considers together several phenomena often considered separately: the conversion of arable land to pasture, which imposed unprecedented hardships on tenant farmers in early modern England; the central place of property in seventeenth-century English formulations of political liberty; the increasing racialization of forced labor in the period; and the tension in the English political imaginary between a mythos of land and of sea. Taken together, these radically refigure the relationship between power, space, and subjectivity. We read foundational works of political theory produced in England’s tumultuous seventeenth century, those of Hobbes, Harrington, Filmer, and Locke. We also explore how transformations of labor and property necessarily exert influence in literature, not only at the level of content but also at that of genre and mode. Along the way, we essay a detailed accounting of England’s



efforts to expand its mercantilist activity to the West and East, goaded by rivalry with other European powers, especially Spain and the Netherlands.

**HIST 959a, Histories of Liberalism** Samuel Moyn

This graduate class surveys recent historical writing on "liberalism," at a moment it is said to be in crisis. We ask what it means to take up the topic as historians and at this moment. The emphasis is on reading and response, not writing--and accordingly the main form of evaluation is a weekly response paper posted online rather than a final research paper.

**HIST 960a, Historical Political Economy** Manu Goswami

This reading intensive course introduces graduate students in history and affiliated disciplines to the variety of historical approaches to political economy. Leading off with classical works in social theory oriented towards and by nineteenth-century capitalism, the course extends to contemporary debates about historical capitalism in the late twentieth century. Topics include regional traditions of economic thought, empire and capitalism, uneven development, feminist critiques of capitalism, and neoliberalism.

**HIST 963a and HIST 964b / ANTH 963a and ANTH 964b / HSAR 841a and HSAR 842b / HSHM 691a and HSHM 692b, Topics in the Environmental Humanities** Paul Sabin

This is the required workshop for the Graduate Certificate in Environmental Humanities. The workshop meets six times per term to explore concepts, methods, and pedagogy in the environmental humanities, and to share student and faculty research. Each student pursuing the Graduate Certificate in Environmental Humanities must complete both a fall term and a spring term of the workshop, but the two terms of student participation need not be consecutive. The fall term each year emphasizes key concepts and major intellectual currents. The spring term each year emphasizes pedagogy, methods, and public practice. Specific topics vary each year. Students who have previously enrolled in the course may audit the course in a subsequent year. Open only to students pursuing the Graduate Certificate in Environmental Humanities.

½ Course cr per term

**HIST 965a / ANTH 541a / ENV 836a / PLSC 779a, Agrarian Societies: Culture, Society, History, and Development** Louisa Lombard and Elisabeth Wood

An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformations of rural society. Team-taught.

**HIST 967a, Intellectual History as Storytelling** Marci Shore

This seminar explores the discipline of intellectual history from the perspective of the historian's role as author of that history. Topics include the challenges of working with highly personal and subjective sources; the moral dilemmas of relativism; and the relationship between voyeurism and empathy. How do historians relate to novelists grappling with similar material? How can we narrate the history of ideas? How can we write nonfiction about people whose worldviews involved elaborate fantasies about the past, present, and future? How can we situate abstract ideas in concrete times, places, and lives? How do we integrate narrative and analysis? When is it justified to write about the present? The relationship between lunacy and genius is often very intimate;

we discuss how historians can approach morally ambiguous historical protagonists be they communist poets, surrealist novelists, fascist philosophers, or others. We focus on storytelling, on history as both art and *Wissenschaft*. Readings include novels, essays, narrative nonfiction, and the genres in between.

**HIST 994a or b, Oral Examination Tutorial** Staff

An individual study course to prepare for the major field of a student's comprehensive exams. Graded Satisfactory/Unsatisfactory.

**HIST 995a or b, Prospectus Tutorial** Staff

An individual study course ending in a draft prospectus. Graded Satisfactory/Unsatisfactory.

**HIST 997a, Pedagogy Seminar** Staff

Faculty members instruct their Teaching Fellows on the pedagogical methods for teaching specific subject matter. o Course cr

**HIST 998a or b, Directed Readings** Staff

Offered by permission of the instructor and DGS to meet special requirements not covered by regular courses. Graded Satisfactory/Unsatisfactory.

**HIST 999a or b, Directed Research** Staff

Offered by arrangement with the instructor and permission of DGS to meet special requirements.