

**OTHER SPRING 2015 COURSES TAUGHT BY  
HISTORY DEPARTMENT FACULTY OR LECTURERS  
As of 10/22/2014**

**GRS200A SEMINAR IN GLOBAL STUDIES (11714)**

Drawing on the work of anthropologists, architects, economists, historians, political scientists, and specialists in women's studies and environmental studies, this seminar will offer an interdisciplinary exploration of the construction of American global hegemony during and following World War II. In particular, we will approach this issue through an examination of the siting, construction, and operation of American military bases around the world. Course work will include in-depth discussion of selected texts and films, and will culminate in the production of a 20-page research paper.

3 Credits

BUCHANAN, Andrew

MWF 3:00-3:50

**HCOL086C RACE & CHICAGO'S 1893 FAIR (11739)**

Nearly 28 million people from across the globe traveled to Chicago between May and October 1893 to visit the World's Columbian Exposition, popularly known as "The White City" after the striking white buildings of the fair's Court of Honor. Although the fair as a whole was supposed to be entertaining, it was also intended to educate people about technological, commercial, and social developments; in a world where people, goods, and ideas were traveling faster and farther every day, the fair was designed to help people understand this new world and their place in it. Funded and organized by both the US government and elite Americans, it was a statement of their power and their worldview, and the fair generally presented the United States as a progressive nation at the apex of civilization. However, the fair took place amidst the introduction of Jim Crow laws, the breakup of Native American reservations via allotment, the creation of a federal Bureau of Immigration that aimed to exclude Chinese and an increasing number of other people, violent conflict between workers and capitalists, the movement for women's suffrage, the process of extending statehood to Mormon-dominated Utah, an aborted attempt to annex Hawaii, and increasing complexities along the Mexican border as railroads and large-scale farming slowly began to draw migrant workers into the United States. These events and processes were all represented in some way at the fair, and their legacies continue to shape how people understand and experience race and racism in the United States into the present. In this class, we will use the fair as the entry point to a study of views and experiences of race in the United States. We will be using the methods and conventions of academic history to understand the fair and the people who created, experienced, and were affected by it. The fair provides connections to all academic disciplines, and there will be an opportunity to pursue an individual research project that brings together information about the fair, historical methodology, and a subject related to students' majors, minors, or other interests.

3 Credits

PHELPS, Nicole

TR 4:00-5:15

**HCOL086D ENCOUNTERING THE OTHER IN MIDDLE AGES (11740)**

Toleration and acceptance or even celebration of difference (whether of race, ethnicity, class, gender, culture, or religion) are very recent and, in a global context, hardly generalized values. This course aims to explore the meaning of toleration and the processes by which it can be achieved through an examination of encounters with difference in medieval and Renaissance Europe, a culture which, on the whole, valued intolerance. The course will familiarize students with the structure of this society and the key normative values that informed its identity as well as its approach to people who did not appear to conform to these norms. It will then analyze primary sources that bear witness to a number of encounters which threw into sharp relief the difference between the normative (i.e. Catholic, male, heterosexual, and often elite) European and the "Other." These encounters were fraught and often hostile, but they opened the eyes of many European observers to the ubiquity of difference and the humanity of those who were different, thus opening the possibility of conceptualizing toleration.

3 Credits

BRIGGS, Charles

TR 11:30-12:45

**HCOL086F GENDER IN HISTORY (11742)**

This course is concerned with the history of the normative meanings attributed to femininity and masculinity in the modern period. Working from a theoretical understanding of their constructed and relational character, we will explore ways in which these representations have both shaped some of the major transformations in European history and have also undergone significant changes in response to them. Our interest in gender as a "way of knowing" is thus in a dual sense: as a system of ideas and practices that are constitutive of social relationships defined by power, but also as a critical analytic category through which society can be more adequately understood. The course will likewise inquire into how these different representations of gender intersect with the history of sexuality and of the body. Although the predominant focus of our coursework will be on examples from modern Europe, students are welcome to pursue research projects outside of the European context, and our readings will begin with the common assignment for all first-year HCOL spring semester seminars, the Narrative of the Life of Frederick Douglass.

3 Credits

GRIMMER, Ian

TR 10:00-11:15

**HCOL186C HISTORY OF UTOPIAS (11747)**

The concept of utopia, derived in the sixteenth century from the ancient Greek words for "no" and "place," has persisted throughout the Western intellectual tradition, expressing hopes for a better world with the example of a society that does not yet exist. This course will explore the social, cultural, and intellectual history of these aspirations, critically examining not only works of literature and political philosophy but also some of the nineteenth-century communities that attempted to prefigure these ideals. Spanning the visions of classical antiquity to the waning of the utopian motif in twentieth century, and the concomitant emergence of dystopia as a literary genre, we will discuss the historical significance of these critical social imaginaries. Authors to be discussed include: Plato, Thomas More, Margaret Cavendish, Charles Fourier, Etienne Cabet, William Morris, Charlotte Perkins Gilman, and Yvgeni Zamyatin.

3 Credits

GRIMMER, Ian

TR 8:00-9:45