

Department of History

Active Graduate Seminars

The graduate curriculum underwent significant realignment during 2018 and 2019. That process is still underway, but for the most part, the new curriculum is in place. As courses still in the planning stage come into existence, this list will be modified accordingly.

The number of history graduate seminars in the official record is large, and many of those courses are no longer taught. An automated housekeeping process will eventually remove these inactive seminars. The purpose of this document is to list the department's active seminars. "Active" in this context means that the seminar is typically offered at least once every five years.

This list also functions to identify seminars that count toward one or more of the secondary fields. Note that each major field can also function as a secondary field. Additional separate secondary fields are: 1) **environment, science, and technology**; 2) **gender history**; 3) **transnational history**; and 4) **race**. In many cases, seminars count toward more than one secondary field. Students may count such courses toward any single field but may not double count a course.

The courses in this document are arranged in numerical order under the names of each major field. Seminars that do not count toward a major field are listed at the end. Core seminars for each major field are underlined, Courses planned for the near future, but which are not yet in the curriculum review process appear grayed out.

CHINA AND SOUTH ASIA

580: Early Modern Asia

Secondary Field(s): [China & South Asia](#); [early modern global](#)

This course offers a foundation in early modern Asia from roughly the fifteenth to mid-nineteenth centuries. Students will examine the constitution of centralized and bureaucratic empires, ideological movements, and practices associated with Confucianism, Daoism, Buddhism, Islam, and Hindu thought, and the formation of syncretic socio-cultural spheres in different parts of Asia. Through an exploration of key political, cultural, and intellectual developments in Asia, students will assess Asia's place in the global network of thought, commerce, and exchange. Central to this analysis is how such contact with overland and maritime cultures deeply affected mainstream Asian societies. By tracing such interactions, students will be encouraged to recognize, identify, and apply the roles of frontier and borderlands in the creation and reification of identity and culture in different parts of Asia. Through this multifaceted approach to Asian history, students will come to recognize the strategic role of Asia within the pan-Eurasian sphere of interactions while also achieving a better understanding of the diverse characteristics of Asian peoples, societies, and institutions in history.

581: Modern China

Secondary Field(s): [China & South Asia](#)

Primarily a reading seminar, this course focuses on Chinese history from the mid-nineteenth century to the present, emphasizing the profound ways that the Qing empire, Republican China, and then the People's Republic changed through numerous social, cultural, economic, and political revolutions. In particular, the course investigates transitions from the late imperial period through the Revolution, the Warlord period, the Nanjing Decade, Second World War, the Civil War, and the establishment of socialist China. Students will examine the changing role of women in Chinese society, the changing relationship of humans to environment, as well as exploring the multiple approaches Chinese historians have taken to reading and presenting historical work, including economic, political, social, and cultural history; social, cultural, economic, and political revolutions; the consolidation of communism; and the impact of successive political movements on China and the Chinese peoples.

582: Women and Gender in Modern Chinese History

Secondary Field(s): [China & South Asia](#); [gender](#)

The roles of women and men have undergone major shifts in late imperial and modern China, affecting all aspects of daily life. The titles used to describe feminine ideals give an indication of these shifts, from the talented women of the late imperial

period to the new women and modern girls of the early twentieth century to the iron ladies of the Communist period to the factory girl of the new millennium. Masculine ideals, too, have shifted, from the literary scholar-official of late imperial China to the patriotic worker of the Mao years to the entrepreneurial party member of the late twentieth century. But beyond the ideals, the day-to-day lives of Chinese people have been fundamentally altered as well, changing the way people relate to family and to society. This course examines the historical literature on these shifts from the late imperial period to the present. Misperceptions and stereotypes about Chinese gender roles and, in particular, the status of women are widespread. In the past several decades, historians of China have sought to place our understanding of these topics on firmer historical ground by exploring topics from homosexuality and law in imperial China to widowhood and the imperial cult of female chastity to new marriage practices in post-economic reform village China and, in doing so, to undermine the orientalism that informed, for instance, investigations of footbinding and the women's quarters. Through a wide range of readings, this course will introduce students to the major works and topics in the field of Chinese women's and gender history, including: women and family, women's legal history, gender and nationalism, new women, gender and revolution, gender and demographics, gender and labor, women's liberation, and love and sexuality. Students will be expected to demonstrate their familiarity with the major themes and topics for Chinese women's and gender history through discussion and written work.

583: Rebellion, Revolution, and Nation in China

Secondary Field(s): China & South Asia;

Focusing on the long twentieth century (from the mid-nineteenth century to the present), this course examines the extraordinary violent, fractured, and politically volatile nature of China over the past century. Students will become aware of key historical events such as the Taiping Rebellion, 1911 Revolution, the Warlord Era, invasion by Japan, a devastating civil war, and the often radical political campaigns of the People's Republic of China. Some key questions include: what form did the resistance and rebellion take in the imperial state? What was the political and ideological backdrop that led to the 1911 Revolution? How did the religious, linguistic, regional, and ethnic diversity affect the formation of the Chinese nation-state? How did the role of regionalism and warlords shape the two decades after the formation of the Republic of China? Overall, this course will situate the study of China in the larger context of resistance whether it be ideological, military, or religious. The seminar will also look at the rise of ethno-resistance in Tibet, Xinjiang Manchuria, and Mongolia. On a methodological level, this seminar will expose graduate students to a variety of interdisciplinary approaches and subfields of history, ranging from political to economic, social, religious, cultural, and intellectual history. Students will gain a better sense of the possibilities and limitations of history as a discipline.

585 Asian Environmental History

Secondary Field(s): China & South Asia; environment, science & technology

(Formerly Culture and Society in Late Imperial China. Anticipated in 1-2 years)

586: Modern Japan

Secondary Field(s): China & South Asia; transnational

Given the close relationship between China and Japan, this course is encouraged for those students studying Chinese history at the graduate level. This course explores multiple themes in Japanese history, with a focus on the politics of culture and changing perceptions of Japan's role in the world. There is a close focus on the interplay between domestic politics, foreign relations, and ideas. Through critical reading of major monographs and articles, students will hone their skills in argumentation and the use of evidence. Ideally, this course will stimulate ideas for research projects in other seminars, and it will present students with a variety of approaches to historical problems. It will also help students teach modern Japan at the undergraduate level.

587 Colonial and Post-Colonial South Asia

Secondary Field(s): China & South Asia; early modern global; transnational

(Formerly Topics in Modern South Asian History. Anticipated in 1-2 years.)

588: Ethnicity and Borderlands in China

Secondary Field(s): China & South Asia; transnational

A research seminar, this course examines Chinese history from a multi-ethnic perspective. Major topics to be covered include the theoretical development (and evolution) of the terms frontier and borderlands; ethnicity in the imperial period; the centrality of ethnicity in China's conceptualizations of itself; and ethnicity in the People's Republic of China. Students will be expected to demonstrate their familiarity with the major themes and topics for Chinese imperial history and how it relates to the intertwined conceptualizations of ethnicity through discussion and written work. Students will have the option of using this course as a research seminar, conducting primary document research alongside their historiographic readings. Students who select to do so will produce a research paper during the course.

Early Modern Global

510: Early Modern Environmental History

Secondary Field(s): early modern global; environment, science & technology; transnational

The purpose of this course is to explore the place of the natural environment in the late medieval and early modern world. It does so by revisiting classic episodes in world history, from the Mongol conquests in the thirteenth century until the volcanic eruptions of Laki (1783) and Tambora (1815) and reinterpreting them through the lens of environmental history. Topics considered include climate change, plague epidemics, wetland drainage, urbanization, malaria, forestry, colonization, and the commodification of nature. Horses, mosquitoes, and rats will come under the spotlight as active participants in the great transformations of world history. Central to our inquiry throughout the semester is the perennial problem of historical agency; how humanity's freedom to think and act interacts with the limits that nature imposes. Along the way, students will be given an overview of the concepts, methods, and sources of environmental history.

514: Politics and Empire in the Early Modern World

Secondary Field(s): early modern global; transnational

(Formerly The Early Modern World: Empires, Trade, and Religion. Anticipated in 1 year.)

515: Early Modern Europe

Secondary Field(s): early modern global; transnational

A graduate seminar examining selected topics in early modern European history through readings, discussions, and research papers.

531: Religion and State Making in the Early-Modern World, 1400-1800

Secondary Field(s): early modern global

This seminar exposes students to the current state of scholarship from the standpoint of historical, legal, sociological and literary analyses of the state and religious authority. The inadequacy of long-accepted notions of "secularization" and "modernization" to describe the challenges to both state and religion in the Early Modern era require students to assess the specific value given to notions of the state and religion in specific cultural and historical contexts and what precipitated a crisis of authority in both. The exchanges between European and non-European centers of authority during the Early Modern period helped to shape many of these disputes and scholars' interpretive frameworks. The seminar is intended for graduate students in history and related fields who work in early modern studies.

537: Early Modern Atlantic World

Secondary Field(s): early modern global; transnational

(Formerly Studies in British History. Anticipated in 1 year.)

541: War in the Early Modern and Modern World

Secondary Field(s): early modern global

This course offers an introduction to the complexity of war in the early modern (1400-1850) and modern world (1850 to the present). Since war has been experienced across the entire world, the course will draw readings and examples from North and South America, Europe, Asia, and Africa. It brings together the two major approaches to the study of war, both the traditional emphasis on the battlefield and the more recent consideration of both the battlefield and the political, social, economic, and cultural homefronts. Specifically, this course considers the various methodologies that have shaped the ways in which historians have asked and answered such fundamental questions as how and why wars start, have been averted, and ended. The study of military theory provides the intellectual framework that shaped the study and conduct of war at specific periods of history and in specific cultural contexts. The evolution of a nation's military theory over time reflects the impact of changes in technology, the changing social composition of its armed forces, the strength of the economic support the national government will supply, and much more. Thus, this course considers issues relevant to armies (technology, soldier experience in battle), to the government (laws of war, revolutions in military affairs, military doctrine, war and national identity), and to the people (issues relating to race, class, and gender; antiwar activism, popular literature) for a fuller understanding of the overarching impact of war in the modern and early modern world.

580: Early Modern China

(See the description and other details in the CHINA AND SOUTH ASIA section above.)

LATIN AMERICA

547: Slavery in the Americas

Secondary Field(s): Latin America; United States; race; transnational

This course provides a broad exploration of slavery in the Americas from the beginning of European colonization to abolition. From the sixteenth century to the nineteenth century, Spanish, Portuguese, British, and French colonists in the Americas created the largest slave societies the world has ever known. Slaves in the New World produced tropical commodities such as sugar, tobacco, cotton, and coffee that, in turn, contributed to the foundation of capitalist and consumer societies in the Atlantic world. The staple crops produced by slaves were among the first goods to transform elite luxuries into common necessities. The Age of Revolution was a watershed in the history of slavery in the Americas, transforming the terms of struggle between slaves and slaveholders, of debate about slavery, and of the ideology of slavery. While the Age of Revolution catalyzed a century-long process of abolition, it also began a new period in the expansion of slavery. Slaveholders developed new policies, practices, and doctrines to reconcile slavery and liberalism. The adoption of modern technology and industrial techniques of production resulted in dramatic increases in the productivity and exploitation of slaves, as well as the wealth and power of slaveholders. The simultaneous growth of slavery and antislavery heightened political divisions over slavery and made its destruction a protracted struggle marked by slave rebellion and civil war as well as landmark acts of state. This course investigates the origins of slavery, race, and abolitionism; transformations in plantation production, the culture of Africans in the Americas, and the ideologies of slavery; and the relationships among slavery, liberalism, capitalism, and modernity. Students will apply a range of concepts from the human sciences, such as creolization, ideology, and human geography, to major problems in the history of slavery.

569: Colonial Latin American History

Secondary Field(s): Latin America; transnational

HIST 569 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin America (the writing of Latin American history), from the 1490s to the Independence period (mostly, but by no means solely, the 1820s). Its primary focus is Spanish America and Portuguese Brazil, especially Iberian interactions with indigenous American and Africans/African-descended people. But some attention is given to all regions of the Americas and to roles played by British, French, and other colonizers. Chronologically, it is a prequel to HIST 570 (but not an official prerequisite). The course comprises five sections, each based on an historical sub-field and its historiography within the larger field: (1) the indigenous civilizations of the Americas and their responses to European invasion, including the shift from traditional Eurocentric Conquest narratives to the New Conquest History; (2) the political and economic institutions, as well as the culture, of Spanish and Portuguese colonization; (3) the changes and continuities in indigenous civilizations during the colonial centuries (usually termed “Ethnohistory,” and explored more fully in HIST 571); (4) the history of trans-Atlantic slavery and the experience of African-descended peoples in Colonial Latin America; and (5) a sub-field that will vary according to instructor, examples being the history of science and medicine in the region, the history of gender and sexuality, and the history of religious change (or “the Spiritual Conquest”).

570: Latin American History, 1800-Present

Secondary Field(s): Latin America; transnational

This seminar gives students an overview of central literatures and debates in the historiography of Latin America (the writing of Latin American history) and the Americas more broadly, from approximately 1800 to the present. Its framing reflects the chronology of mainland Spanish American Independence, but it reaches backwards and outwards as needed. It looks to prior Andean and Haitian bids for self-determination and subsequent exports and imports—of empire, capital, people commodities, science, and instruments of terror—to and from the United States and Africa. It connects those nodes by tracing continuities in political, social, and environmental relationships, and by identifying the ways that peoples in the region (in the Caribbean, Mexico and Central America, Colombia and the Andes, Brazil and the Southern Cone) have thought and acted their way out of colonialisms. Chief among the seminar’s goals is the preparation of graduate students to teach post-1800 Latin American History to undergraduates. Students will develop a grasp of the field’s key historiographical developments and think about new ways to teach a subject that many—but not all—North American undergraduates meet with stereotypes. Graduate students of other historical geographies and from other disciplines are welcome too, given that it is also designed to survey approaches to thinking historically after 1800, to question assumptions that those methodologies make, and to address the politics of researching and writing a post-colonial history of a place that has always been “modern,” where “Latin America” came into being as a means of anticipating questions crucial to past and present imperialisms, global histories, and politics.

571: Latin American Ethnohistory

Secondary Field(s): Latin America; transnational

HIST 571 gives students an overview of key literatures, methodologies, and debates in the historiography of Latin American ethnohistory, from the fifteenth to the nineteenth centuries. “Ethnohistory” is defined here as the historical study of the indigenous peoples of the Americas. The course comprises four sections, each based on an historical sub-field and its historiography: (1) the indigenous civilizations of the Americas in the pre-Contact and Contact periods, primarily fifteenth and sixteenth centuries, including but not necessarily limited to the civilizations of the Aztecs, Mayas, and Incas; (2) indigenous responses to European invasion, with particular attention to regions of Spanish and Portuguese activity—and including the historiographical development of the New Conquest History, with attention also given to regions where colonies were not established; (3) the indigenous experience of Spanish and Portuguese colonization, and indigenous contributions to new colonial-era societies, including changes and continuities in indigenous civilizations during the colonial centuries—and including the historiographical development of the New Philology); and (4) the indigenous experience of the long Independence period, taking the seminar to a point in the nineteenth century, as determined by the instructor.

572: Race and Nation in Modern Latin America

Secondary Field(s): Latin America; race; transnational

History 572 gives students an overview of key literatures, methodologies, and historiographic trends and debates in the history of race and the rise of nationalism in post-independence Latin America from the early nineteenth century to the mid twentieth century focusing mostly on the nationalist period of the 1920s to 1940s. The goal is not an overall understanding of race and slavery throughout Latin American history but instead to examine the role of “free” indigenous and Afro-Latin American populations in Latin American nation-building following independence through the age of twentieth century nationalism. Using a comparative national model, students will focus on the works of three of the best-known authors who wrote about race and nation in the first half of the twentieth century; Mexican Jose Vasconcelos, Cuban Fernando Ortiz, and Brazilian Gilberto Freyre. We will also examine scholarship that helps contextualize their works and allow us to better understand the broader theme of race in modern Latin America.

UNITED STATES

516 U.S. Women’s and Gender History

Secondary Field(s): United States; gender

A critical analysis of gender and theories of gender in selected American historical contexts.

539: Native American History

Secondary Field(s): United States; race; transnational

Surveying Native American history from the pre-colonial era to the present, this course examines key historical events, including: Indigenous civilizations before colonialism; the invasion of North America by Europeans; colonial epidemics; the Indian slave trade; the Pueblo Revolt; the Seven Years’ War; the development and impacts of U.S. Indian policy; Indigenous sovereignty. Methodologically, this course exposes students to a range of historical subfields, such as social history, cultural history, political history, military history, and gender history. Additionally, History 539 introduces students to ethnohistory, an interdisciplinary field that draws on techniques and sources from History and Anthropology. By studying ethnohistory, historians will become better acquainted with cultural anthropology and archaeology. This seminar introduces students to major questions, themes, and problems in Native American history. These include: How can we study pre-colonial Indigenous history? What impact did colonization have on the Americas? How did Indians, Europeans, and Africans attempt to navigate cultural differences? How did the enslavement of Indigenous peoples and Africans impact race in North America? How do Native-centered histories transform our understanding of the American past?

542: American Borderlands

Secondary Field(s): United States; race; transnational

This course provides students with an introduction to the field of U.S. borderlands studies by focusing on by far the most important of the nation’s international frontiers: the U.S.-Mexico border. It takes a broad approach to the region involved by detailing the various positions of Native Americans, Anglos, Asians, and Mexicans as they struggled over competing visions of an American future that would take root in the borderlands. In order to get a broad survey of the state of the field, we will examine how cross-cultural encounters shaped policy, changed the landscape, and heightened racial tensions. Using a variety of texts—documentary and feature films, magazine and newspaper articles, travelers’ accounts, academic monographs and articles, and popular literature—we will explore a range of topics: territorial expansion, Native dispossession, racial formation and anxiety, the creation of the Sunbelt, Mexican and Asian migration and labor, and cultural change and negotiation. The course will begin with a close examination of the antecedents of the U.S.-Mexican War and then follow a series of selected historical events that led up to some of the current political and cultural debates that continue

in the borderlands today. Drawing on these items, we will ultimately reflect on how past and present collide in the U.S.-Mexican borderlands, shaping the United States in countless ways.

543 United States History to 1877

Secondary Field(s): United States

Primarily a reading seminar, this course focuses on United States history from the 17th century to 1877, emphasizing the profound ways that the British American colonies and then the United States changed through numerous social, cultural, economic, and political revolutions. In particular, the course investigates transitions from the colonial period through the road to the Revolution, the Early National period, the Jacksonian Era, the sectional conflict, and the Civil War and Reconstruction. Students will examine the growth and impact of the institution of slavery; territorial expansion; cross-cultural encounters; social, cultural, economic, and political revolutions; the consolidation of capitalism; and the impact of reform movements on the colonies and nation.

545 United States History, 1877 to Present

Secondary Field(s): United States

Primarily a reading seminar, this course focuses on United States history from 1877 to the present, emphasizing the profound ways the nation changed socially, culturally, economically, and politically since the late nineteenth century. In particular, the course investigates and builds an awareness of the transition from the Gilded Age through the two world wars, and onward through the social protest and civil rights movements of the 1960s. This seminar will address a variety of topics: industrialization; evolving ideas about individual rights; the role of government in social and economic affairs; the emergence of the nation as an economic and military power; as well as social and labor movements. On a methodological level, the seminar will expose graduate students to a variety of interdisciplinary approaches and subfields of history, ranging from political, economic, social, ethnic, religious, cultural, and environmental history.

547 Slavery in the Americas

(See the description and other details in the **LATIN AMERICA** section above.)

548: Space and Place in American History

Secondary Field(s): United States

This course offers a survey of American history from roughly the fifteenth to twentieth centuries. Students will read and discuss studies employing the lenses of space and place to examine the changes in the American landscape over time. They will learn to read the built environment as an historical text, assess how changes in landscape and spatial practice reveal larger shifts in social and economic structures, and identify the multiple spatial practices that existed among diverse groups who came to make up the United States. They will be encouraged to recognize, identify, and apply the theories of “the spatial turn” and the tools of spatial analysis. At the conclusion of the course, students will come to recognize the way spatial analysis can reveal the values and power relations in society. They will articulate the importance of space in shaping social interactions and how that has changed over time, while also achieving a better understanding of the diverse characteristics of the peoples, societies, and institutions in U.S. history.

551: The African American Freedom Struggle

Secondary Field(s): United States; race

This seminar provides graduate students with an introduction to important topics and debates related to the African American Freedom Struggle from Reconstruction to the present. The course is organized chronologically and thematically to highlight the changing and distinctive concerns related to African Americans’ efforts to secure the rights and benefits of American citizenship. Special attention is given to the ways in which high politics intersect with grassroots actions. The course considers African American mobilization throughout the entire country and does not simply address the more familiar southern post-WWII struggle. Not only will students gain a critical understanding of some central debates in this field, but also, they will begin to think about how they might teach this material to undergraduates.

552: American Environmental History

Secondary Field(s): United States; environment, science & technology

(Formerly Late Modern American Society, Culture, and Politics. Anticipated in 1 year.)

556: American Social and Cultural History

Secondary Field(s): United States

Surveying Social and Cultural History in the 19th and 20th United States, this course examines key themes and topics in the history of the field, including: race, class, gender, sexuality, labor, migration, citizenship, incarceration and environment.

This seminar will introduce students to major questions and problems in American Social and Cultural History such as What is culture? How does society produce culture? What is the relationship between culture and politics? How do we write history from the bottom up? How do our methods constrain what histories we can tell? Methodologically, this course exposes students to a range of theories, subfields including political history, gender history, history of capitalism, labor history, urban history and legal history. Additionally, this seminar examines journalistic historical writing, biographies and opinion editorials in order to examine the multiple forms history writing can take.

OTHER COURSES

500: Theory, Method and the Practice of History

Secondary Field(s): [none]

An examination of the theory and methodologies of the historical discipline and classic works of historiography.

511: Topics in Medieval Britain

Secondary Field(s): [none]

Readings and research in major themes of the history of medieval Britain.

512: Church and State in Medieval Europe

Secondary Field(s): transnational

This course provides students with an overview of the political developments of church and secular government in medieval Europe.

HIST 524: Deviance, Crime and Madness in Modern Europe

Secondary Field(s): environment, science & technology; transnational

Historians and social scientists have shown that societies have persistently established certain standards and ideals for human conduct and being. At the same time, the natural variation in human phenotypes has meant that individual, groups, and institutions within these societies have been faced with those deviating from these norms. The deviations may sometimes present themselves physically (e.g., in the form of a somatic lesion or disability), intrapersonally (e.g., in eccentric thinking or affect), or interpersonally (e.g., in criminal or anti-social conduct). As historians, anthropologists, and other have demonstrated, while there are noteworthy continuities in how these deviations have often been manifested (e.g., seizures accompanying epilepsy), there have been considerable differences across time and place in how deviance has been expressed, perceived, understood, and handled. This seminar examines this constellation of problems as they have emerged in Europe since the 18th century. Posing, as they do, complex human problems, the historical study of deviance, crime, and madness requires paying attention to the scholarly contributions of multiple disciplines beyond the field of history. Thus, the course will attend to both social theory and historiography. Each week, readings from social theory will be paired with a historical work, in order to bring broad theoretical analysis and empirical disciplinary research more deliberately into conversation with one another. Some examples of the course readings include Emile Durkheim's *On Suicide*, Erving Goffman's *Stigma: Notes on the Management of a Spoiled Identity*, Janet Oppenheim's "Shattered Nerves: Doctors, Patients, and Depression in Victorian England," Norbert Elias' *The Civilizing Process*, Reviel Netz's *Barbed Wire: An Ecology of Modernity*, and Jan Gross' *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*. Weekly topics will center on key social processes and prominent conceptual frameworks: social control, self-control, marginalization, pathologization, criminalization and de-criminalization, representation, punishment, extermination, and enhancement. Students will be required to write an interdisciplinary research paper (i.e., a paper accessible to multiple scholarly audiences), calling on both theoretical and empirical scholarship from various disciplines. The course will culminate in a seminar conference in which students will present their research and field questions and comments.

HIST 525: Imperial Borderlands in Modern Europe

Secondary Field(s): transnational

This course exposes students to the latest developments in colonial studies and new paradigms for considering European imperial history in terms of its borderlands. Using the methodological tools applied in recent years to the history of Western colonial empires, this course expands the scope of European history to encompass the complex interaction between the conquered peoples and their rulers by broadening imperial history to include the study of ethnic and religious differences that emerged from the European encounter with peoples whose cultures differed profoundly from their own. In particular, the material covered in this course will build an awareness among students of the role of states, and especially imperial states, in confronting the polyethnic/multinational character of populations they sought to rule. The theoretical and historiographical works assigned will focus on how imperial European states crafted or erased cultural differences and how borderlands posed particular challenges in these endeavors. Building on these insights, students will gain an awareness of imperial policies and conceptions of colonial rule and of the impact of imperial domination on colonial peoples. Students will

learn to recognize and identify the means by which Imperial rule brought irreversible changes to the way of life of the borderlands peoples, who adapted to and resisted imperial rule by a variety of means that they had at hand. Such an approach will yield an awareness of the methods by which historians formulate questions, choose sources, use theory to interpret the material they collect, and the variety of rhetorical and other means available to historians to present findings. Students will conduct their own analyses of scholarship by reflecting on the assigned readings and presenting their thoughts and evaluations in the form of weekly critiques and a final paper. This will be invaluable in helping students to acquire the necessary methodological and theoretical tools to formulate questions for their own research projects.

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