

## Courses taught in English in the Department of History

The classes listed below can be taken by BA and MA students. Please refer to the course type information.

Assessments and credit points differ according to study level.

You can clarify your participation and the type of assessment required **directly** with the lecturer during your first meeting of class at the University of Konstanz.

**PLEASE NOTE: The following information may be subject to change. Please click on the title to get more information about the course.**

### SUMMER SEMESTER 2017

#### [Beyond the End of History: 25 years of Post-Soviet World](#)

**Course type:** course                      **ECTS:** 3

**Lecturer:** Prof. Dr. Rainer Lindner

**Description:** The course is devoted to the development of post-Soviet space from 1991 to the present in the anniversary year of the October revolution. He examines the downfall of the Soviet Union, the emergence of independent states and their national history. The focus is on Russia. It is to be asked about political, economic and social changes in the past 25 years. It also examines the foreign policy relations of the countries among each other and to the Western world.

**Credit requirements:** regular attendance, presentation or written assignment

#### [Classics in the history of History](#)

**Course type:** course                      **ECTS:** 3

**Lecturer:** Dr. Moritz von Brescius

**Description:** In this reading course, the group gains an overview over significant historical works that have deeply influenced the discipline over the past 50 years. The aim is to not only read passages from such academic milestones, but to situate their impact within the specific political, social and academic contexts of their times that are crucial to understand the wider impact these key readings had in the field of history and the humanities more generally.

**Literature:**

Eric Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991* (New York, 1994);

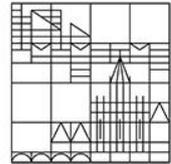
Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim between Worlds* (New York, 2006);

Rachel Carson, *Silent Spring* (Boston, 1962);

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York, NY: Viking, 1985);

E. P. Thompson, *The Making of the English Working Class* (Harmondsworth, 1963)

**Credit requirements:** Oral presentation with handout



## The British Empire and the Birth of the Modern World

**Course type:** course

**ECTS:** 6

**Lecturer:** PD Dr. Christof Dejung

**Description:** At the peak of its power, the British Empire held sway over 400 million people. This means that roughly every fourth person in the world lived within the Empire at the beginning of the 20th century. Alongside the formal control it exerted over its own colonies, Britain's dominant position in world trade resulted in the control of the economies of countries, such as China, Argentina and Siam, which has been characterised by some historians as 'Informal Empire'. The course will examine, by example of the British Empire, some fundamental transformations of the world between the late 18th and the early 20th century. How could the government of the comparably small British Isles bring entire continents under its dominance? What was the consequence of colonial rule for people in countries such as India, Egypt or Rhodesia? How was imperial rule sustained by technological innovations such as the steamship, the telegraph or the machine gun? And what were the repercussions of imperial rule on metropolitan societies?

**Literature:**

Christopher Alan Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, Malden 2004;

John Darwin, *The Empire Project: The Rise and Fall of the British World-System, 1830-1970*, Cambridge 2009;

Catherine Hall and Sonya O. Rose (ed.), *At Home with the Empire: Metropolitan Culture and the Imperial World*, Cambridge 2006;

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton 2014.

**Credit requirements:** essay, presentation

## The Provinces of the Roman Empire: Administration and Power

**Course type:** compact course

**ECTS:** 3

**Lecturer:** Dr. Federico Russo

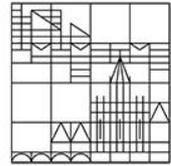
**Description:** This course will investigate the provinces of the Roman Empire in their administrative structures and in their relationships with Rome. A special attention will be devoted to the analysis of the ways by means of which the Romans first conquered and then administered the territories incorporated in their empire; subsequently, we will focus on the locals' responses to the Roman rule.

The wide chronological approach of the course, ranging from the second century BC to the second century AD, will provide the students with the opportunity to engage with the eastern and western part of the empire in both the republican and imperial periods.

In addition, the course will allow the students to study sources and materials of a different nature, such as literary sources, inscriptions, and coinage.

The course aims to:

- study the Roman empire from provincial and local perspectives;
- comprehend how the Romans imposed their power and influence on local peoples by means of juridical and ideological tools;
- dwell into the administrative and political relationships between Rome, the centre of the power, and the provinces, the periphery of the Empire;
- analyse and compare a wide range of heterogeneous sources;



- understand historical key-concepts such as Roman imperialism, integration, identity, Romanization, etc.

On successful completion of the course, the students will be able to:

- describe Roman provincial system from a practical and theoretical view point;
- discuss ancient sources way;
- approach modern scholarship critically;
- carry out an independent study and to present it to the class;
- write a consistent and well-researched short essay;

The course will articulate in two sessions: an introductory lesson (at the beginning of the semester), devoted to the presentation of the course, and a three-day course, devoted to the analysis of the issue and to be held at the end of the semester.

**Literature:**

T. BECHERT, Die Provinzen des Römischen Reiches. Einführung und Überblick. Mainz am Rhein, 1999.  
C.J. FUHRMANN, Policing the Roman Empire: soldiers, administration, and public order, Oxford 2012.  
I. HAYNES, Blood of the Provinces: the Roman Auxilia and the making of provincial society from Augustus to the Severans, Oxford 2013.

**Credit requirements:** Students will be requested to deliver an oral presentation of about 25 minutes in the second part of the course (depending on the students' needs, written essays will be also considered). Attendance is mandatory.

**[English for Students of Political Sciences, Social Sciences, International Relations, Sociology and History](#)**

**Course type:** SLI-course (Language Institute)

**ECTS:** 3

**Lecturer:** Ian Howe

**Description:** This course will present political topics that will get you talking and arguing! You will be taught how to discuss in an English manner – making your point whilst keeping your head (and your friends!). You will also learn how to analyse an essay question and then write a critical answer. You will also be introduced to dynamic presenting skills, practice them, and then be at ease delivering a punchy and interesting presentation.

This is a thought provoking course that will also help you develop your English skills in three different areas. You will be expected to be interested in political topics, the big questions and problems of the day, and be prepared to have your ideas challenged. You should, of course, be prepared to contribute.

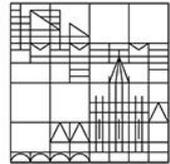
**Literature:** Most weeks there will be a short reading and activity sheet, with discussion questions, to be completed and brought to class.

**Prerequisites:** At least B2 / B2+

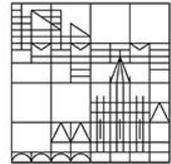
**Credit requirements:** Students will be assessed after each section of the course: a short paired discussion, a written essay, and a 5 minute presentation.

**Target Group:** Students of Politics, International Relations, all the Social Sciences and History.

**Learning Objectives:** Students will learn vocabulary and comprehension; students will learn to discuss in an English



manner; students will learn to write more clearly and construct an argument in an essay; students will learn how to present in a more dynamic way.



## Courses taught in English in the Department of History – Past semesters

### WINTER SEMESTER 2016/2017

#### [Global cultural encounters since 1800](#)

**Course type:** Course                      **ECTS:** 3

**Lecturer:** Dr. Moritz von Brescius

**Description:** The course will look at different forms of cultural encounters in the last two centuries. Some guiding questions are: What is a cultural encounter? What led to different cultural encounters? We will therefore explore different 'sites of encounter', from the colonial 'contact zone' of explorers and missionaries to the opera house, the restaurant, and also museums and zoos. The two World Wars will also be analysed as periods of intense cross-cultural contacts. Students from different disciplines are welcome.

**Literature:**

Peter Burke, *Cultural Hybridity* (Cambridge: Polity, 2009); Mary Louise Pratt, *Imperial Eyes: Studies in Travel Writing and Transculturation* (London: Routledge, 1992); Harry Liebersohn, *Aristocratic Encounters: European Travelers and North-American Indians* (New York: Cambridge: Cambridge University Press, 1998).

**Prerequisites:** Students from different disciplines are welcome.

**Credit requirements:** Oral presentation.

#### [Ideal Statesmen and Ideal Forms of Government in Roman Political Discourse](#)

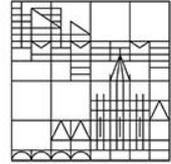
**Course type:** Compact Course                      **ECTS:** 3

**Lecturer:** Dr. Federico Russo

**Description:** The course, which will be held in English, will focus on important aspects of the ancient reflection related to the concepts of ideal statesman and ideal form of government. The aim of the course is to stress resemblances but also differences between philosophical, historiographical and political perspectives on the various forms and ideas of statesman as well as government in the ancient world, especially in the Roman context. In particular, we will try to underline the contrast between an abstract philosophical approach and a much more concrete application of the same concepts to the political discourse of Rome. In the light of the issues under analysis, the course addresses especially to students of Ancient History, Philosophy and Classical Philology since literary sources will be thoroughly studied in original language as well as in translation.

**Literature:**

Cartledge, P. *Hellenistic Constructs. Essays in Culture, History, and Historiography*, Berkeley 1997.  
Smith, C. J., *Imperialism, Cultural Politics, and Polybius*, Oxford 2012.  
Wood, N. 1988. *Cicero's Social and Political Thought*. Berkeley.



## Global History of the Middle Classes

**Course type:** Lecture

**ECTS:** 6

**Lecturer:** PD Dr. Christof Dejung

**Description:** This lecture addresses a new approach from the emerging research field of global social history by examining the emergence of 'middle classes' and 'bourgeois cultures' across the globe in the long nineteenth century, as well as their encounters, both in imperial and non-imperial contexts. It aims to demonstrate that the nineteenth century saw the formation of similar social groups all over the world that can be described as 'middle classes'. The lecture examines the extent to which the making of these middle classes around the globe can be explained by considering the rising exchange of ideas and goods between the Western and non-Western worlds. Instead of understanding the establishment of middle class society as a distinctly Western phenomenon, which became diffused throughout the rest of the world, the lecture seeks to explore the extent to which it was, from its start, the result of global interactions and entanglements in the age of empire. The first part of the lecture familiarizes students with the most common theoretical approaches to both, global history and the history of the middle classes, the second part will point out the emergence of middle classes in different world areas, the third part will highlight the role of global entanglements for the establishment of social fields which were closely linked with the emergence of middle class society in the nineteenth and twentieth centuries such as social reforms, education, science, the establishment of a capitalist economy and the quest for political participation.

### **Literature:**

Christof Dejung, Auf dem Weg einer globalen Sozialgeschichte? Neuere Ansätze zu einer Globalgeschichte des Bürgertums, in: Neue Politische Literatur. Berichte über das internationale Schrifttum 59 (2014), p. 229-253; Carola Lentz, Elites or middle classes? Lessons from transnational research for the study of social stratification in Africa. Working Papers of the Department of Anthropology and African Studies of the Johannes Gutenberg University Mainz No. 161, 2015; A. Ricardo López /Barbara Weinstein (ed.), The Making of the Middle Class. Toward a Transnational History, Durham 2012.

**Credit requirements:** Book report

## Introduction into Digital Humanities. Whither and why

**Course type:** Compact Course

**ECTS:** 3

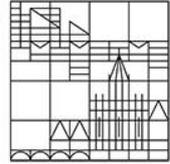
**Lecturer:** Prof. Dr. Jean-Luc Pinol

**Description:** Digital and Spatial Humanities are a large field of practices and scholarships.

This course will give an overview and will suggest practices in order to give an idea of what it is possible to do for people involved in Humanities. Given the comparatively short duration of the course these lectures won't give a complete knowledge of all the fields known as Digital and Spatial Humanities. The focus of the course will be on an overview which will underline the point that the manners of producing knowledge in Humanities are transformed by using computers even if some traditional approaches stay vivid. The following basics of Digital Humanities will be presented: coping with texts, editing texts, building data bases, controlling data quality, visualizing information, curation and good practices. We will also work with GIS (Geographical Information System), and graphic semiology.

### **Literature:**

Writing History in the Digital Age, Kristen Nawrotzki; Jack Dougherty; Series: Digital Humanities Published: Ann Arbor, MI: University of Michigan Press, 2013. DOI: <http://dx.doi.org/10.3998/dh.12230987.0001.001>  
The Spatial Humanities: GIS and the Future of Humanities Scholarship, by David J. Bodenhamer (Editor), John Corrigan (Editor), Trevor M. Harris (Editor), Indiana University Press, 2010.



**Credit requirements:** At the end of the course students must pass an examination in the form of a multiple choice test. Furthermore they will have to present their findings in figures and in probably handwritten graphics and maps in order to be able to extract specific information from small databases.

## Religious violence

**Course type:** Seminar                      **ECTS:** 9

**Lecturer:** Prof. Dr. Dorothea Weltecke

**Description:** Religious violence is again very present in our days. The medieval era is often associated with events of religious violence, such as the crusades, the Jihad wars, the assassinations of Jews during the plague, the destructions of churches in Mamluk Egypt. But what exactly is religious violence? Who does it come from? In which forms does it appear? How do approaches by religious history and sociology explain it? We shall deal with both the manifestations of religious violence and theoretical approaches. We shall work together on literature and sources. You should expect a regular weekly workload of 90 min for the preparation of the sessions and be prepared to deal with texts in foreign languages.

**Credit requirements:** presentation and term paper

## 'Ye Jacobites by name' - nationhood, religious identity and political separatism in 18th-century Britain

**Course type:** Course                      **ECTS:** 3

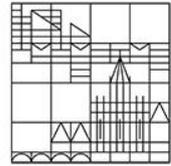
**Lecturer:** Monika Barget

**Description:** "Jacobitism" was the political movement in Great Britain and Ireland to restore the Roman Catholic King James II of England and his heirs to the thrones of England, Scotland, and Ireland. This movement led to a long series of so-called "Jacobite Risings" between 1688 and 1746 which highlighted questions of religious identity, nationhood and constitutional reform. First of all, this seminar will give an introduction to the broad range of sources from political or legal treatises to songs, poems, and caricatures which were produced in the Jacobite era. In a second step, we will evaluate what sources were used by which political faction and why. Outlining divergent argumentation strategies, we will discuss what kingship, loyalty, freedom, law and local traditions meant in an expanding British Empire centred on the London Court and Parliament.

**Literature:** Sources and secondary literature will be available on ILIAS.

**Prerequisites:** Students are asked to enroll for this class on ILIAS or attend the introductory session. The seminar is taught in English but assignments may be written in English, German or French.

**Credit requirements:** Presentation and / or written assignment



## English for Students of Political Sciences, Social Sciences, International Relations, Sociology & History

**Course type:** SLI-course (Language Institute)

**ECTS:** 3

**Lecturer:** Ian Howe

**Description:** This course offers students the opportunity to develop their English skills in discussing and writing. Political topics will be introduced through weekly readings, worksheets and class presentation. These will be discussed in small groups using phrases and skills for discussing in an English style. Academic writing skills will be developed through an analysis and application of English clausal elements. This will enable students to write in an English academic manner.

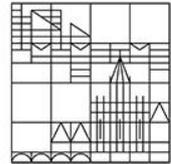
**Literature:** Weekly readings, associated worksheet, and discussion questions will be uploaded to ILIAS for completion prior to each class.

**Prerequisites:** English B2 Level. Students should be able to use English confidently at B2 and be prepared to contribute in discussions.

**Credit requirements:** Regular attendance. Students will be summararily assessed by a paired speaking task (using discussion phrases) and by a timed (over 1 week) written task (applying the skills learnt in class).

**Target Group:** Students of Politics, International Relations, all the Social Sciences and History

**Learning Objectives:** Improving English style discussion skills by familiarising oneself with, and practically applying, English discussion phrases. Learning how to use clausal elements to write in a clear, concise and academic manner. How to plan and execute an essay.



## SUMMER SEMESTER 2016

### History of Globalization

**Course type:** BA / MA course

**ECTS:** 3

**Lecturer:** Prof. Boris Barth

**Description:** According to contemporary historians the term "globalization" achieved terminological stardom since the 1990s. First it was used both by economists and by economic historians, however the phenomenon itself is not an invention of modern times and the world did not turn "global" overnight. This course will analyse recent historical debates about political, social, and economic aspects of globalization in the 19th and 20th century. Further it will touch upon the following subjects: towards a global history of the environment, migration as a global phenomenon, the development and the meaning of global commodity chains, the global banking system, biological exchange, the founding of multinational organizations, and history writing beyond the nation state.

**Credit requirements:** presentation, active participation

### Trade, Science and Conquest: The European East India Companies, 1700 to 1858

**Course type:** BA / MA course

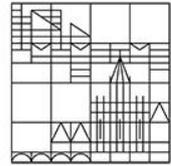
**ECTS:** 3

**Lecturer:** Dr. von Brescius, Moritz

**Description:** Once the sea-route from Europe to Asia via the Cape of Good Hope was discovered in 1498 by the Portuguese Vasco da Gama, European merchants of various countries started to seek the alluring profits from the trade with the East. They subsequently sought to import a range of novel and curious commodities such as eastern spices, tea, Indian and Chinese silks, porcelain, and a host of other products that would change the interior of European houses/palaces and western consumer patterns in foodstuffs until today. From the beginning of the seventeenth century onwards, a number of East India Companies were established by royal charters to control the trade with Asia in different European countries, the most important ones being the English East India Company (EIC) and the Dutch VOC (Vereenigde Oostindische Compagnie). Yet, also the Prussians had a short-lived East India Company, and so did the French, Austrians, Danes and Swedes. In this course, we want to look at the fascinating history of these enterprises, which would in some cases become much more than mere commercial enterprises: the English East India Company, for instance, started to conquer territories in India from 1757 onwards. From then on, it slowly developed into a fully-fledged state in South Asia. The EIC enlisted a 'private army' of over 200.000 soldiers by the early 19th century, it fought wars and signed treaties with other Asian rulers, it surveyed and extracted taxes from the ruled populations, and it mapped out India and the Himalayas with modern scientific instruments for the first time.

The aim of the course is to look at the rise of such companies and their developments over time; to ask who invested and profited from them, and what role the trade with Asia played for European manufacturing and industrialisation, but also for changing fashions at European courts and within the rising middle classes. Yet, we also ask why these 'monopoly companies' were at times ferociously attacked from metropolitan directors, politicians, and the wider public, and what social fears were raised by the fact that some of them turned into territorial powers in Asia themselves. It will thus be explored what many roles such companies played within processes of imperial expansion, cultural contacts and material exchanges between Asia and Europe in the eighteenth and nineteenth centuries.

**Literature:** H.V. Bowen, *The Business of Empire: The East India Company and Imperial Britain, 1756-1833* (Cambridge: Cambridge University Press, 2006); Jürgen G. Nagel, *Abenteuer Fernhandel. Die Ostindienkompanien* (Darmstadt, 2007).



**Credit requirements:** Active participation in class, oral presentation or essay.

### Freedom, God and Nation. Conservatism in the United States since 1945

**Course type:** BA / MA seminar                      **ECTS:** 9

**Lecturer:** Prof. Dr. Martina Steber

**Description:** Conservatism has left profound traces in the history of the United States since 1945. In the late 1960s at the latest, a renewed conservatism acquired political and cultural power of interpretation in US society. Organized through intellectual circles, think tanks, political networks, grassroots organizations and citizens' movements conservatism could draw on wide social support. The seminar will scrutinize this diversity of US-American conservatism from 1945. It will enquire into its ideational and (party-)political development and will focus on the social side of conservative mobilization.

**Literature:** David Farber, *The Rise and Fall of Modern American Conservatism. A Short History*, Princeton – Oxford 2010; Kim Phillips-Fein, *Conservatism. A State of the Field*, in: *The Journal of American History* 98/3 (2011), S. 723-743.

**Credit requirements:** class presentation and final paper

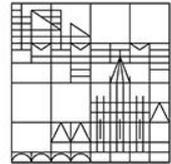
### Migration and society in sub-Saharan Africa

**Course type:** BA / MA course                      **ECTS:** 3

**Lecturer:** Julia Held

**Description:** The Lebanese in West Africa, Asians in East and Southern Africa, Greeks in the DR Congo, Europeans and Chinese in South Africa, as well as regional labour migration in West Africa are only a few examples of mobility on the African continent. Categories of settlers and natives (Mahmood Mamdani) has formed politics and societies in sub-Sahara Africa over the centuries and are very often used to justify long lasting conflicts. (Côte d'Ivoire, Rwanda, Burundi, Zanzibar) During the semester we will be analysing social life and integration of migrants in their host societies. Furthermore, we will look into negotiation processes about political rights and citizenship concepts especially during the first decades after independence.

**Literature:** Most of the reading will be in English, while there might be some literature concerning the former French colonies in French language.



### C. Julius Caesar in Roman Imperial Ideological Discourse

**Course type:** Kompaktkurs / intensive course

**ECTS:** 3

**Lecturer:** Dr. Russo, Federico

**Description:** C. Julius Caesar undoubtedly represents a central figure in the history of Rome. Caesar's political and ideological role in the context of his time has been extensively studied. Differently from the traditional approach, this course aims at studying Caesar's picture in contemporary and later literary sources by focusing on how - and why - Caesar was conceived in his time and in the generations after his death. By means of the analysis of a selection of passages of ancient authors (1st century BC – 2nd century AD) in English and/or German, it will emerge that Caesar soon became a symbol of power and a major idea for creating identity and legitimating power, mostly, but not exclusively, within the imperial ideology. After dwelling on Caesar's picture in the works of Cicero, the analysis will focus on both historiographical and biographical sources from the Early Empire. Parallel to the literary evidence, material data referring specifically to Caesar, such as coins, inscriptions, etc., will be also analysed.

The course aims: on the one hand, to provide the students with a better comprehension of how Caesar was perceived and judged by contemporary and later generations: on the other hand, to provide the students with the skills necessary to critically describe the historical significance as well as the ideological value of specific key-figures such as Caesar within their historical context, and to explain differing perspectives and interpretations of the past in ancient sources.

**Literature:** Suggested Readings:

L. Canfora, Julius Caesar: The People's Dictator, Edinburgh 2007.

T. Stevenson, Julius Caesar and the Transformation of the Roman Republic, London-New York 2015.

M. Toher, "The Earliest Depiction of Caesar and the Later Tradition", in M. Wyke (ed.), Julius Caesar in Western Culture, Malden 2006, 29-44.

### English for Students of History and Sociology

**Course type:** Kurs (SLI)/ course (Language Institute)

**ECTS:** 3

**Lecturer:** Howe, Ian

**Description:** Students of History and Sociology will improve their discussion, presentation, writing, and listening and note taking skills. The course will be divided into these four parts, and will use both sociological and historical topics. (soc. examples include, Sex and Punishment, Class, Education. Hist. topics may be chosen from an exhaustive list)

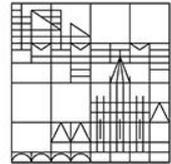
**Literature:** Almost all work is completed in class but a limited amount of reading and images for consideration will be uploaded to ILIAS some weeks.

**Prerequisites:** B2. Students should be able to use English at B2 and be prepared to contribute in discussions.

**Credit requirements:** Students will be formatively assessed (during the course) by a paired speaking task, by an individual presentation of the students choice, and by a short written task . Regular attendance is required.

**Target group:** Students of History or Sociology, who enjoy thinking and challenging each others discipline from their own academic perspectives.

**Learning objectives:** Students will develop discussion skills in small groups. Students will learn how to plan and deliver presentations which are more dynamic. Students will develop their listening and note taking skills. Students will also work on their essay planning and writing skills.



## WINTER SEMESTER 2015/2016

### Brokers of Change: Experts and Cultures of Expertise in Historical Perspective

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA) **ECTS:** 6

**Lecturer:** von Brescius, Moritz and Below, Katharina

### Enlightment and Colonialism

**Course type:** Kompaktkurs / intensive course **ECTS:** 6

**Lecturer:** Trakulhun, Sven

**Description:** The Enlightenment – as a historical period – was the first moment in history when questions and problems arising out of globalization processes became an issue. Many of the basic assumptions of 18th century thinking still constitute the paradigms for contemporary discussions. However, the Enlightenment has played an ambivalent role in European history, for there seems to be a connection or even complicity between Enlightenment reason and slavery, racism and colonialism.

The seminar provides an overview on Europe's encounter with non-European cultures and considers the connections and contradictions between the European expansion and Enlightenment thought in the "long" eighteenth century.

**Literature:**

- Hans-Jürgen Lüsebrink (Hg.), Das Europa der Aufklärung und die aussereuropäische koloniale Welt, Göttingen, 2006.

- Carey, Daniel/Lynn Festa (Hg.), The Postcolonial Enlightenment. Eighteenth-century colonialism and postcolonial theory, Oxford 2009.

**Credit requirements:** presentation and active participation

### Elections and Electoral Malpractice in the Roman World

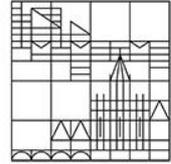
**Course type:** Kompaktkurs / intensive course **ECTS:** 6

**Lecturer:** Dr. Federico Russo

**Description:** Election and electoral malpractices (the crime of ambitus) represent a crucial moment in the public life of the Greek and the Roman world. The course will focus on electoral mechanisms as well as their corruption with specific reference to the city of Rome and to local centres of the Roman Empire. Literary and epigraphic sources will be analysed, in English translation, with respect to both electoral mechanisms and cases of electoral misconduct in Rome, colonies municipia of the Roman world.

Starting from the study of the various legislative measures concerning electoral mechanisms and of a set of case-studies of electoral misconduct, the course aims at reconstructing the electoral modalities and the spread of the related phenomenon of electoral corruption through the Roman world in the period between the late Republic and the early Empire.

The outcomes of the course will allow students better comprehension of important aspects of the public life in Rome and Roman local communities, such as electoral mechanisms, the existence and the functioning of local



comitia and of local cursus honorum, etc. Furthermore, with respect to the problem of the relationships between centre and periphery, the comparison between local electoral legislation – including measures against the crime of ambitus – and parallel dispositions in Rome will further clarify to what extent cities of the Roman Empire relied on Rome from the legislative point of view.

**Literature:**

- M. ALEXANDER, Trials in the Late Roman Republic, Toronto 1990.
- R. FEIG VISHNIA, Roman elections in the Age of Cicero, New York 2012.
- A. LINTOTT, Electoral Bribery in the Roman Republic, Journal of Roman Studies 80, 1990, 1-16.

**In the "Hinterland" of Globalization? Germany and the European expansion (16th - 18th century)**

**Course type:** Kompaktkurs / intensive course

**ECTS:** 6

**Lecturer:** Prof. Dr. Michael Kempe

**Description:** In the historiography of European Expansion during early modern times the emphasis was until now put on the role of the Atlantic sea power states in Europe. Instead, the aim of this course is to focus on the role of central Europe, especially Germany in the early phase of European dominated "Globalizations". The purpose is to go beyond the concentration of the so far Atlantic centristic historiography and to investigate the global network connections in the "Hinterland" or in the backcountry of the leading maritime powers in early modern Europe.

**Credit requirements:** class presentation with handout

**English for Students of History and Sociology**

**Course type:** Kurs (SLI)/ course (Language Institute)

**ECTS:** 3

**Lecturer:** Ian Howe

**Description:**

Students of History and Sociology will improve their discussion, presentation, listening and note taking, and writing skills. The course will be divided into these four parts to work on these skills, using both sociological and historical topics.

**Literature:** Almost all work is completed in class but a limited amount of reading/pictures for thinking about will be uploaded to ILIAS (online learning platform). Students to check ILIAS weekly.

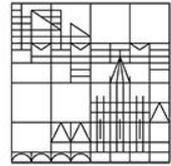
**Prerequisites:** B2

Students should be able to use English at B2 and be prepared to contribute in discussions.

**Credit requirements:** Students are assessed by a timed (1 week) summative 500 word essay, by a mid-semester presentation of 10 minutes on their chosen topic, and by a final week 10 minute paired discussion.

**Target group:** Students of History or Sociology, who enjoy thinking and challenging each others' discipline from their own academic perspectives.

**Learning objectives:** Students will participate in small group discussions on sociological topics. Listening and note taking skills will be developed in line with presentation skills on historical topics. Finally, students will work on their essay planning and writing skills.



## SUMMER SEMESTER 2015

### Philosophy of Archeology

**Course type:** Übung / Course with exercises for BA and MA    **ECTS:** 6

**Lecturer:** Maria Cruz Berrocal, Dr. Magdalena Balcerak Jackson, Dr. Brendan Balcerak Jackson.

**Description:** This interdisciplinary course is intended for 15 students from both the Department of Philosophy and the Department of History and Sociology, who are interested in learning philosophy of science in a practical and applied way, in this case using archaeology as a means. At the same time, it provides students in the historical field interested in archaeology with an exhaustive approach to what means to 'do archaeology' in an epistemological sense, as well as with relevant knowledge on archaeological theory, the building of evidence, the nature of the discipline in between history, anthropology, and natural sciences, and the social implications that the practice of archaeology entails, not to mention a good number of interesting case studies.

The interdisciplinary approach will allow us to achieve the following goals:

1. Introduce students of history into basic questions and concepts of philosophy of science in a way that shows how philosophy of science matters for historical enquiry.
2. Show students of philosophy which specific issues in philosophy of science are raised by looking at historical sciences rather than focussing on experimental sciences like most philosophy of science classes do.
3. Introduce students to a scientific discipline – archaeology – that is very much interdisciplinary itself: It is on the border between several other sciences and it combines different forms of enquiry.
4. Combine highly theoretical thinking with very practical hands-on exercises.
5. Develop critical skills not only in the abstract, but looking at the very practice of a specific discipline.
6. Show students how issues about scientific enquiry and theory choice are influenced by sociological and political ideology and ethical and aesthetical values.

### Between nation and emancipation. Women in postwar Poland 1945-2010

**Course type:** Kompaktkurs / intensive course

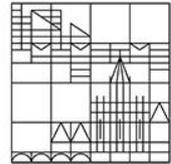
**ECTS:** 6

**Lecturer:** Dr. Dobrochna Kalwa

**Description:** The seminar aims to explore history of women's emancipation in postwar Poland, with special attention to the questions of relations between political regime, social order, and situation of women, distinctions and similarities of feminist movements in societies of East-Central Europe, the role of ideological conflicts between nationalism, state-socialism, and feminism. We will discuss the readings of contemporary scholarship and analyse a set of documentary films, posters, photographs, visual arts, in order to learn how to work with cultural texts as a historical material.

During the two meetings („Kompaktteil“) students will present their individual analysis of chosen issues. The seminar key topics: Citizenship: Political participation of women in political system before and after the WWII; women's movement - goals, agenda, strategies; Work: Aftermaths of WWII and social revolution; gender structure of labour market and work activity, phases and faces of discrimination (1950s); Family and home: post-stalinist backlash or „normalisation“, gender order in late 1960s and 1970s; Resistance: Women's roles in anti-communist opposition (1980s); Feminism restored: women's situation after 1989 (unemployment, migration), debates on reproductive rights (abortion, in vitro); the Congress of Women. Proposal of historical sources for the analysis: Documentary films: Everyday life, 1976, by Piotr Szulkin, Film no 1650, 1976, by Marcel Łoziński, Girls from Nawojka, 1963, by Maria Kwiatkowska; Feature films: Man of Iron, 1980, by Andrzej Wajda; Visual materials: propaganda posters, women's weekly covers (features of women), commercials (1990s); Texts: interviews with Polish feminists (<http://www.umich.edu/~gblbfem/en/polandtranscripts.html>).

**Credit requirements:** presentation and term paper.



## Cultural Anatomy: 18th and 19th Century Attitudes Towards Corpses

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Dr. Barbara Hausmair und Dr. Monika Class

**Description:** In this seminar we will discuss the dead body in culture and as culture, relationships between rituals, artefacts and textual practices (literary genres/funerary objects/burial archaeology) as well as the history of the tomb and integrate them in context with secularisation, the rise of the middle class, the rationalization of the body and the professionalization of medicine. We will explore constructions of life and death, body and mind, self and other in Britain culture across period boundaries, i.e., the Enlightenment, Romantic and Victorian period.

The aims of this seminar are

- to develop a thorough understanding of theories of materiality in culture and as culture
- to develop and enhance an understanding of a) interdisciplinary studies at an advanced level of academic practice and b) the reciprocity of material and literary studies of culture
- to explore and analyse similarities and differences in Enlightenment, Romantic and Victorian material culture and texts related to corpses and to analyse ideas, objects, and texts that pertain to bodies, dead and alive.

The course is designed for students in their final BA terms and for MA students.

Themes will include:

- changes in general attitudes towards the dead: from “collective death memorialization” of the 18th c. towards the “individualization of death” in the Victorian cemetery, including changes in grave architecture and tombstone iconography in 18th and 19th c. Britain and standardized graves vs. individualized tombs. In this context, we will discuss parts of novels such as Tobias Smollett's *The Expedition of Humphrey Clinker*, Emily Brontë's *Wuthering Heights*, Charles Dickens's *Bleak House*.
- the ambivalent relationship between categories of the human body as unique entity and as material culture, methodological role of object biographies in material culture studies (e.g. the history of Oliver Cromwell's skull; the autopsy of Dr. Samuel Johnson; executions and burials of criminals);
- the rise of scholarly interest in it-narratives (prose fictions that take as their central characters animals or inanimate objects) in the eighteenth and nineteenth-century studies (e.g. animal burial, tomb and it-narrative of Mrs Soane's Pet Dog, Fanny at the Sir John Soane's Museum, London)
- burial practices in regard to stigmatized social groups, especially burials of illegitimate children (as in Thomas Hardy's *Tess of the d'Urbervilles*)
- graveyard poetry and the country church yard: towards the romantic soul (Thomas Grey and William Wordsworth)
- the professionalization of medicine, demand for corpses, and body snatching, in particular the Anatomy Act 1832/London Hospital cemetery, and Burke and Hare Murders in Edinburgh. We will discuss parts of Laurence Sterne's *Tristram Shandy*, Robert Louis Stevenson's *The Body Snatcher*, Mary Shelley's *Frankenstein*)

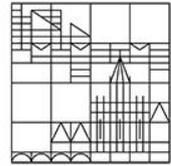
**Literature:** All poems, excerpts from novels, articles and book chapters will be made available via Ilias.

**Prerequisites:** This is an interdisciplinary course. It will require students to thoroughly engage with new approaches and research outside of their immediate comfort zone.

The course will be held in English.

To register for the seminar please use the online-registration system provided via Ilias ([https://ilias.uni-konstanz.de/ilias/goto\\_ilias\\_uni\\_crs\\_419453.html](https://ilias.uni-konstanz.de/ilias/goto_ilias_uni_crs_419453.html)).

**Credit requirements:** presentation.



## [Cheers! Towards a Cultural History of Drink in Early Modern Europe](#)

**Course type:** Kompaktkurs / intensive course

**ECTS:** 6

**Lecturer:** Prof. Dr. Beat Kümin

**Description:** Drinking lubricated all kinds of social interaction in pre-modern Europe. From baptisms to funerals and village feasts to diplomatic encounters, no exchange or agreement was complete without raising a cup of beer, wine or spirits. But what were the settings, rules and perceptions of this ubiquitous practice? How socially inclusive was early modern conviviality? Did processes like confessionalization and social disciplining change it over time? Can drinking studies shed new light on the political, economic, religious and cultural history of the period? This "Kompaktkurs" reviews a lively new field of scholarship with a special emphasis on England, the Holy Roman Empire and the Swiss Confederation between c. 1400-1800. Prominent themes include consumption, intoxication, gender roles, regulation/taxation, crime, sexuality, subversion and cultural representations. Classes (in English) will offer a combination of source work, student presentations and discussion of related historiographical debates.

**Literature:** Introductory reading: B. Kümin and B.A. Tlusty (eds), *The World of the Tavern: Public Houses in Early Modern Europe* (Aldershot, 2002); P. Withington, 'Intoxicants and society in early modern England', in: *The Historical Journal* 54 (2011), 631-657

**Credit requirements:** presentation.

## [Comparative Empires in Modern History](#)

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Moritz von Brescius

**Description:**

## [Religion in the Roman World](#)

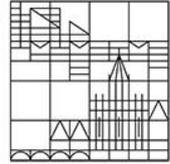
**Course type:** Kompaktkurs / intensive course

**ECTS:** 6

**Lecturer:** Dr. Federico Russo

**Description:** This course analyzes various aspects of the Roman approach to religion and to religious practice. It will study the nature of Roman gods, Roman religious practice, and Roman response to the introduction of foreign divinities. First, we will examine how Romans perceived and worshipped their gods, and how they believed the gods interacted with humans. Next, we shall focus in more detail on the Romans' approach to gods through rituals of divination and prophecy. We will finally move on to look at the particular ways that political ideas shaped and were shaped by religious phenomena throughout the Republic and the Empire. A particular attention will be then devoted to the development of the worship of the emperors within the imperial ideology. The course aims to provide students with a broad knowledge of some key-issues of the religious and cultural history of the Roman world. A selection of ancient literary texts in translation (English) as well as other documentary and archaeological materials will be analyzed.

**Literature:** C. Ando, *Roman Religion*, Edinburgh 2003; I. Gradel, *Emperor Worship and Roman Religion*, Oxford 2002; J. Scheid, *An Introduction to Roman Religion*, Edinburgh 2003.



## WINTER SEMESTER 2014/2015

### Art and Politics in Europe, c. 1900-1945

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Mary-Ann Middelkoop

**Description:**

The arts were never far from politics in twentieth century Europe. They played a central role in people's lives at all levels of society, and politicians and the public repeatedly debated the place of the arts in building national identities, showcasing ideology or representing the nation abroad. Art objects were not only politicised, in turn art also exerted influence on political beliefs and actions. Throughout the century artists and art critics were actively involved in shaping and defining the political and visual culture of Europe. This course explores the interrelationship between the fine arts - including painting, sculpture, arts and crafts and architecture - politics and modern society, by focusing on various moments of political turmoil and major historical change in the history of modern Europe. It offers a comparative approach of case studies taken from German, British, Russian and Italian history, and also includes cases from other European countries where relevant.

Major topics include the rise of modernism, nationalism and internationalism, the transformation of the arts through the First World War, and the use of high culture in propaganda and commemoration practices. Attention will be paid to the functioning of the arts under dictatorial regimes in Germany and Italy, and the consequences of Nazi art policy and looting practices for private and public art collections throughout Europe. The politicisation of art will be further questioned by looking at the use of art to restore or strengthen international relations during the interwar years and the period following the end of the Second World War. The course will additionally provide an introduction to the historiography of visual culture and the use of images and artistic objects in historical research.

**Remarks:** If you are interested, please do send me an email no later than January 2015 (maem2@cam.ac.uk).

### No history without space. Hands-on Geographical Information Systems (GIS) for historians

**Course type:** Kompaktkurs / 4 days intensive course

**ECTS:** 6

**Lecturer:** Barbara Hausmeier und Dr. Antonio Rotolo

**Description:**

Everything that happens, happens somewhere! Understanding why or how something emerges and develops is in some way always related to its locality or spatial environment. This course aims to enable history students (as well as students from other humane sciences) to use Geographical Information Systems (GIS) for exploring historical/demographic questions in their geographical/spatial settings. You will learn how to use GIS for easily creating maps, illustrating locations of studied places and conduct first spatial analyses. The course will provide an introduction to the principles, techniques, and applications of GIS and hands-on exercises with ArcGIS on the example of the Austrian concentration camp system. At the end of the course, you will be able to independently create a GIS-environment for your own research and conduct basic illustrative mapping and data analysis. The course will also provide supplementary material to allow you to further extend your GIS-skills autonomously.

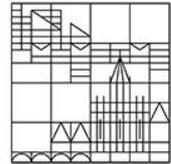
Main topics:

Why is space relevant for the Humanities

What is GIS

Where to find open-source data for maps

How to implement maps in an ArcGIS-environment



How to collect and structure data for analyses (creation of simple databases)  
 How to visualize data in ArcGIS  
 How to analyse data in ArcGIS  
 How to produce an illustrative map for publication

**Organization:**

The course will be held on 4 half-day sessions, 4 hours each. Main language will be English but German explanations will be provided if/when necessary. The number of participants is limited to 10 people. Therefore it is strongly advised to register for the course as soon as possible (for registering or any questions just drop us an email: [barbara.hausmair@uni-konstanz.de](mailto:barbara.hausmair@uni-konstanz.de) or [anto.rotolo@uni-konstanz.de](mailto:anto.rotolo@uni-konstanz.de)). Registration deadline is the 10th of October 2014. Places will be distributed on a First-Come-First-Served-basis. Attendance is compulsory! Grading will be based on the active cooperation during class and homework (reading and data collection).

**Literature:**

Bodenhamer, D. J. / J. Corrigan / T. M. Harris (eds), *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington: Indiana University Press, 2010.  
 Freund, F./Perz, B., Mauthausen – Stammlager/Außenlager. In: W. Benz/B. Distel (eds), *Der Ort des Terrors. Geschichte der Konzentrationslager Vol. 4 – Flossenbürg, Mauthausen, Ravensbrück*. München: Beck, 2006, 293–470.  
 Gregory, I. N., *A place in history: A guide to using GIS in historical research*. Belfast, 2005.  
<http://www.ccsr.ac.uk/methods/publications/ig-gis.pdf>  
 Knowles, A. K. / P. B. Jaskot, *Mapping the SS Concentration Camp*, in Knowles, A. K. / T. Cole / A. Giordano (eds), *Geographies of the Holocaust (The Spatial Humanities)*. Bloomington: Indiana University Press, 2014, 18-51.

**Prerequisites:** good understanding and reading abilities in English.

**Credit requirements:** regular attendance of the course, active cooperation during class and homework (reading of provided literature and data collection).

**Provincial Perspectives on Roman Expansionism**

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA) **ECTS:** 6

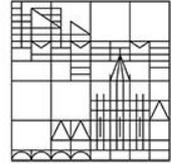
**Lecturer:** Dr. Federico Russo

**Description:**

Surviving ancient literary sources reflect the ideology of Roman imperial power by adopting the point of view of ruling classes. There are, however, sources that take on a different perspective and thus provide insights into how provincials perceived and depicted themselves, the imperial power and their interaction. Historiographical works, rhetorical, philosophical and religious texts reflect different attitudes towards the ruling imperial power, which range from open hostility and passive acceptance to praise and identification. This course will focus on how regional identities – ethnic, religious, and cultural – were adapted or maintained within the Roman expansionism throughout the Republic and the Empire. Literary texts will be read, discussed and complemented by epigraphic and archaeological evidence. We will focus on key structural aspects of Roman society and culture, in order to emphasize not only dissent but also cohesion elements in the Roman Empire. Special attention will be also paid to modern scholarly approaches, including concepts of collective identity and cultural change.

**Literature:**

C. Ando, *Imperial Ideology and Provincial Loyalty in the Roman Empire*, Berkeley 2010.  
 L. de Ligt, J. C. Gieben, eds., *Roman Rule and Civic Life: Local and Regional Perspectives*, Leiden 2004.  
 A. Erskine, *Roman Imperialism*, Edinburgh 2010.



**Credit requirements:** Class Presentation.

## State Formation and Civil Disobedience in Early Modern Europe

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)

**ECTS:** 9

**Lecturer:** Malte Griesse, David de Boer

### **Description:**

In early modern period European states and countries went through processes of state formation, centralization and the confinement of local powers (cities, nobility, church, etc.). At the same time, this period was marked by pervasive revolts and uprisings. Historians speak of a general crisis of the 17th century, when many large-scale domestic conflicts were occurring in Europe at the same time. Marxist historians have interpreted these revolts as trend-setting forms of class struggle. "Western" historians, on the other hand, have often regarded them as reactionary, as acts of resistance against changes imposed by a centralizing state. In this light, the state appeared as an engine of progress, whereas the population, both commoners and "old" elites simply struggled for the restoration of a status quo ante. But this perspective is too simple and an interactive model of mutual challenges and responses may be more appropriate; also subjects could be agents of change and revolts had many objectives. Wayne te Brake and others have therefore interpreted state formation and the concomitant development of a state monopoly on violence (M. Weber) as a reaction to the overall experience of revolt. According to him the people shaped history. The rulers' fear of rebellions, their harsh punishments and tendency towards tabooing the insurgents' motifs, show that they were far from conceiving their subjects' resistance as mere manifestations of backwardness. This raises the question how early modern people perceived revolts themselves. In this course, we will therefore shift focus to early modern conceptions of domestic political violence. Through different media violent events were narrated, interpreted, and analyzed by the authorities and their subjects, both trying to draw lessons from the experience. We will explore how early modern observers made sense of revolts, how both the authorities and their subjects tried to draw lessons from this experience and how their ideas informed subsequent behaviors and policies. This includes a focus on political theories of legitimate rule and state resistance, which were largely developed under the impact of the European crisis of state formation.

### **Literature:**

Wayne te Brake: *Shaping history: Ordinary people in European politics, 1500 - 1700*. Berkeley and Los Angeles 1998.

Yves-Marie Bercé: *Revolt and revolution in early modern Europe: An essay on the history of political violence*. New York, 1987.

## The creation of modern Italy, 1830-1945

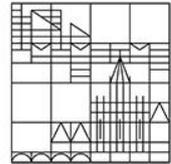
**Course type:** Kompaktkurs / intensive course

**ECTS:** 6

**Lecturer:** Dr. Bianca Gaudenzi

### **Description:**

Since the unification of the states of the Italian peninsula from 1859-70, the history of modern Italy has been the subject of intense historical debate. Modern Italy has often been cast as a 'weak' state and 'fragile' nation, riven by particularism and by competing secular and religious ideologies, 'economically backward', less successful than its national neighbours, and 'the least of the Great Powers'. More recent historiography has sought to challenge or modify these perceptions in a number of ways, and this course examines modern Italian history (c. 1830-1945), from unification to the collapse of Mussolini's Fascist regime, in the light of these ongoing historiographical debates. During the course, students will have the opportunity to discuss some of the central issues of modern



Italian history - and their broader European context -, including:

- a) the development of Italian nationalism, the process of Italian unification and the attempts to create national unity after 1870;
- b) the relationship between socio-economic change and political development in Liberal Italy and historical debates about continuities between Liberal and Fascist Italy;
- c) the impact of the First World War on Italian society and politics;
- d) the reasons for the emergence of the Fascist movement and Mussolini's accession to power;
- e) the nature of the Fascist regime and its impact on Italian society;
- f) the radicalisation of the regime, its racial policies and the quest for Empire;
- g) Italy's path to World War II, the collapse of the Fascist regime, and the emergence of the Republic.

**Literature:**

General introductory reading:

- C. Duggan, Force of Destiny: A History of Italy since 1796 (2007)
- M. Clark, Modern Italy, 1871-1995 (1996)
- A. Lyttleton (ed.), Liberal and Fascist Italy 1900-1945 (2001)
- R.J.B. Bosworth, Mussolini's Italy. Life under the dictatorship, 1915-1945 (2005)
- D. Mack Smith, Modern Italy. A Political History (1997)
- J. Davis (ed.), Italy in the Nineteenth Century 1796-1900 (2000)
- L. Riall, The Italian Risorgimento: state, society and national unification (1994)
- J. Dunnage, Twentieth-Century Italy: a Social History (2002)
- J. Pollard, Catholicism in Modern Italy: religion, society, and politics since 1861 (2008)
- P. Corner, The Fascist Party and Popular Opinion in Mussolini's Italy (2012).
- K. Ferris, Everyday life in Fascist Venice (2012).
- G. Albanese and R. Pergher (eds.), In the Society of Fascists. Acclamation, Acquiescence and Agency in Mussolini's Italy (2012).
- P. Morgan, Italian Fascism, 1915-1945 (2003)

**Remarks:** Please register for this course by 21 Dec 2014 to Dr Bianca Gaudenzi at bianca.gaudenzi@cantab.net

**Prerequisites:** Good knowledge of English.

**Credit requirements:** Active participation and presentation.

## [The rise of consumer culture in Europe, 1918-1989](#)

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)

**ECTS:** 9

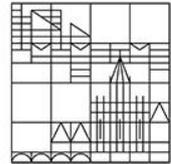
**Lecturer:** Dr. Bianca Gaudenzi

**Description:**

People recognize themselves in their commodities; they find their soul in their automobile, hi-fi set, split-level home, kitchen equipment. The very mechanism which ties the individual to his society has changed, and social control is anchored in the new needs which it has produced.'

From its timid dawning almost fifty years before Marcuse's 1964 One Dimensional Man, the rise of consumer culture in Europe has come to symbolise either the acme of prosperity and democratisation or the demise of civilisation and collective liberties. Scarred by two World Wars and ferocious dictatorships, within half a century most of Europe experienced - or aspired to - the advent of a system of mass consumption which redefined the social structures of the Old Continent, its modes of political participation and cultural consumption.

This course will explore the political, cultural and social implications of the rise of consumer societies on both sides of the Iron Curtain through a variety of perspectives - including national institutions, media and consumers'



associations - in order to analyse how and to which extent European identity was shaped by the advent of consumer culture and tackle some of the central debates surrounding the history of the "short 20th-century" from a social and cultural perspective: from the roaring twenties to the interwar dictatorships, the 'economic miracle' of Cold-War Western Europe and the revolt against the 'tyranny of consumption', through its temporary blackout with the worldwide recession of the early 1970s up until the collapse of the Soviet bloc. After an introductory session, classes will be structured according to a seminar format where students will give a presentation on a topic of their choice, followed by discussion of the relevant secondary literature and primary sources - including a variety of visual material. A reading knowledge of French or any other European language is very welcome but not necessary.

**Literature:**

- Jean Baudrillard, *The Consumer Society. Myths and Structures*, London 1998 [originally published as *La société de consommation*, Paris 1970].

- Frank Trentmann, 'Beyond Consumerism: New Historical Perspectives on Consumption' in *Journal of Contemporary History*, Vol 39 (3) 2004, pp. 373–401.

- Paul Betts, 'The Twilight of the Idols: East German Memory and Material Culture', *The Journal of Modern History*, 72 (3), September 2000, pp. 731–65.

- Alon Confino and Rudy Koshar, 'Regimes of Consumer Culture: New Narratives in Twentieth-Century German History' in *German History*, Vol. 19 (2), 2001, pp. 135-161.

- Hartmut Berghoff and Uwe Spiekermann (eds.), *Decoding modern consumer societies*, Basingstoke 2012 - especially Introduction, chapters 1, 2, Part II on 'Consumption and Historical Disciplines' and chapters 11-12.

- Lawrence Black, *Redefining British politics: culture, consumerism and participation, 1954-70*, Basingstoke 2010.

- Alain Chatriot, Marie-Emmanuelle Chessel and Matthew Hilton (eds.), *The Expert Consumer: Associations and Professionals in Consumer Society*, Ashgate 2006 - especially Introduction, chapters 3, 6, 7, 8 and 11.

- David F. Crew (ed.), *Consuming Germany and the Cold War. Consumption and National Identity in East and West Germany, 1949-1989*, Oxford - New York 2003.

- Martin Daunton & Matthew Hilton (eds.), *The politics of consumption: material culture and citizenship in Europe and America*, Oxford 2001 - in particular chapters 1, 6, 7, 8, 9, 12 and 13.

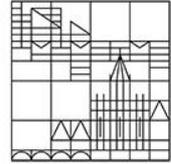
- Victoria De Grazia with Ellen Furlough (eds.), *The Sex of Things. Gender and Consumption in Historical Perspective*, Berkeley and London 1996 - especially Introduction, Introduction to Part I on 'Changing Consumption Regimes', Part III on 'Empowering Women as Citizen-Consumers' and Furlough's bibliographical essay on 'Gender and Consumption in Historical Perspective'.

- Jukka Gronow, *Caviar with Champagne: Common Luxury and the Ideals of the Good Life in Stalin's Russia*, Oxford 2003.

- Susan Strasser, Charles McGovern and Matthias Judt (eds.), *Getting and Spending. European and American Consumer Societies in the Twentieth Century*, Washington 1998, especially Introduction, chapters 8, 9, 11, 13, 14 and Part III 'History and Theory'.

- Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption*, Oxford - New York 2012, especially Introduction, Parts VI on 'State and Civil Society' and Part VII on 'Identities'.

**Prerequisites:** General knowledge of social and cultural history of 20-century Europe. Good knowledge of English.



## Travel in the Middle Ages

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Markus Stich

### **Description:**

What did it mean to travel in the medieval world? What infrastructure and what means of transportation would one have found? What regulations were there for travellers? And, who did actually travel? And how could they find their ways?

In this course we are going to examine some of the many aspects of travelling in premodern times. We could for example look at coaches and carts, horses and donkeys, barges and ships. The many legal questions of traveling could be touched - were there passports, for example, or who was responsible for safety on the roads? How much (and how often!) would customs have to be paid? What did travellers experience on their ways?

For what reasons did people in the Middle Ages set out for their destinations and how far away were these?

In the first session the modalities will be explained. We also will form groups for a group assignment for the next session in which you will select the topics you want to concentrate on in the course. Please schedule several hours for this in the first week. The course will then continue every two weeks (29.10., 12.11, etc.)

Please feel free to ask any questions.

**Prerequisites:** knowledge of English.

**Credit requirements:** Presentation, several short papers to prepare lectures, regular attendance and active participation.

## Beyond the Western-European Gaze: Revisiting the public sphere model

**Course type:** Kompaktkurs / intensive course

**ECTS:** 6

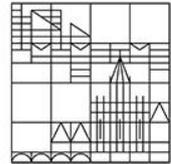
**Lecturer:** Dr. Zsuzsanna Török, Dr. Nina Schneider

### **Description:**

Ever since its appearance in the 1960s, Jürgen Habermas' model of the public sphere has been a key approach in the humanities and social sciences. The model has, however, been vehemently criticized and redefined over the last decades. This course discusses selected points of critique leveled against the public sphere model, and raises a series of questions: To what extent is it still valid today? How can it be applied to historical periods other than Western Europe during the Enlightenment? After an introductory part on the debates generated by the original work, the course shall investigate the application of the Habermasian model in two widely different, however, comparable non-western environments, namely in twentieth-century (South-) Eastern Europe and Latin America.

**Literature:** Jürgen Habermas, *Strukturwandel der Öffentlichkeit. Untersuchungen zu einer Kategorie der bürgerlichen Gesellschaft*. Neuwied, Berlin : Luchterhand, 1962. English edition: Jürgen Habermas and Thomas Burger, *The structural transformation of the public sphere. An inquiry into a category of bourgeois society*. Cambridge: MIT Press, 1991; Craig Calhoun ed. *Habermas and the public sphere*. Cambridge: MIT Press, 1992; Thomas Munck, *The Enlightenment. A comparative social history 1721-1794*. London: Arnold, 2000; Andrew Arato, *Civil Society, Constitution and Legitimacy*. 1999; Pablo Piccato, *The Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere*. Durham: Duke University Press, 2010; Pablo Piccato, "Public sphere in Latin America: A map of the historiography." *Social History* 35:2 (May, 2010): 165-192.

**Credit requirements:** class presentation, term paper, active participation in class and contribution to discussions.



## SUMMER SEMESTER 2014

### Globalization in the 19th century

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Prof. Boris Barth

**Description:**

According to contemporary historians the term "globalization" achieved terminological stardom since the 1990s. First it was used both by economists and by economic historians, however the phenomenon itself is not an invention of modern times and the world did not turn "global" overnight. This course will analyse recent historical debates about political, social, and economic aspects of globalization in the 19th century. Further it will touch upon the following subjects: towards a global history of the environment, migration as a global phenomenon, the development and the meaning of global commodity chains, the development of a global banking system, the globalization of ideas, biological exchange, the founding of multinational organisations and - last but not least - history writing beyond the nation state.

**Credit requirements:** presentation, active participation.

### Greece under Roman Rule

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Dr. Federico Russo

**Description:**

"Greece, the captive, took her savage victor captive" runs the famous line from the Roman poet Horace. As a rule, the complex relationship between Greece and Rome has been studied from the Roman point of view, emphasizing the changes in Roman culture as a consequence of Rome's contact with the Greek world. Unlike the traditional approach, this class will consider the impact of Roman conquest on Greece. By using both results of archaeological excavation and evidence from literary tradition, the course aims at outlining the economic, political, social and cultural transformation of Greece after the Roman conquest. On the one hand, the analysis will involve examining changes in land distribution, the development of infrastructures, and the increase in large public works such as theatres, aqueducts and baths. On the other hand, the study of literary sources will allow us to understand the Greek point of view on Roman domination of Greece. Ancient texts will be read in translation.

**Literature:**

- S. E. Alcock, *Graecia capta. The Landscapes of Roman Greece*, Cambridge 1993.
- A. J. S. Spawforth, *Greece and the Augustan Cultural Revolution*, Cambridge 2012.
- D. Sviatoslav, *The Greek Slogan of Freedom and Early Roman Politics in Greece*, Oxford 2011.

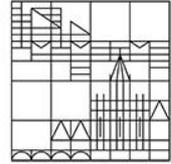
**Credit requirements:** class presentation

### The Everyday Life of Knowledge: Spaces of the Knowledge-Producing Self

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Eric Hounshell



**Description:**

Knowledge, whether we mean capital-S „science“ or more humble yet durable ways of knowing things, is always bound up with everyday practices and historically-specific forms of the Self. Each week of this reading course brings together a space, a self, and a kind of knowledge. How do technologies of the self (everyday practices of self-knowledge and self-cultivation, from diary-writing to fashion and everything in between) emerge in particular settings, and how do these technologies and settings correspond to specific operations in producing knowledge? We will trace a great historical arc from Early Modern Europe to the present and get to know a diversity of curious selves and spaces: from Renaissance monks, Enlightenment professors, and Romantic literati to high-energy physicists, advertising executives, and talk-show hosts. Most weeks' reads will come from historical scholarship, but some weeks will also include primary sources.

**Literature:**

Overview of "The Scientific Self" in Lorraine Daston and Peter Galison, *Objectivity* (2007), pp. 191-252; Steven Shapin, *The Scientific Life: a Moral History of a Late Modern Vocation* (Chicago: University of Chicago Press, 2008); und Theodore M. Porter, "Is the Life of the Scientist a Scientific Unit?", *Isis*, 97 (2006), pp. 314–321. Study cases as Gadi Algazi, "At the Study: Notes on the Production of the Scholarly Self" in David Sabeian and Melina Stefanovska, eds., *Space and Self in Early Modern European Cultures* (2012), pp. 17-50; William Clark, *Academic Charisma and the Origins of the Research University* (2006).

**Remarks:** Readings, discussion, and short term paper in English.

**[Authoritarian Latin America Revisited: State violence, collaboration and resistance during the cold war period](#)**

**Course type:** Kompaktkurs / 3 days intensive course **ECTS:** 6  
Orientation meeting: 16.05.2014 in Y 326. Course 19-21.06 2014

**Lecturer:** Dr. Nina Schneider

**Description:**

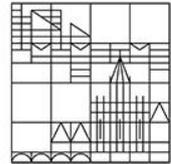
This course introduces the history of authoritarian regimes in Latin America, especially of the Southern Cone (Brazil, Argentina, and Chile). The course provides an in-depth overview of the different authoritarian regimes by addressing a series of questions: Why did authoritarian regimes emerge in the 1960s and 1970s? What role did the context of Cold War play in their emergence? What are the specificities and similarities of the dictatorships? How did authoritarian regimes justify and strengthen their rule? Why and how did the regimes end?

This course focuses on human rights violations under military rule and examines the use of disappearances, torture and other repression methods by Latin American military and police officials. It also discusses the question of civilian collaboration and elucidates the many forms of resistance ranging from guerilla groups to allegoric poems.

Finally, we look at the different transition processes to democratic rule, efforts to strengthen civil society, and the struggle for accountability among survivors and families of victims of human rights abuses. An important component of the course is to analyze the developments in the historiography of Latin American dictatorships. We will look at political science and historical literature from the 1980s and 1990s, discuss whether they are still up to date, and historicize the academic literature.

**THE HISTORICAL CONTEXT: LATIN AMERICAN REGIMES AND THE COLD WAR**

- Justifying authoritarian rule: the National Security Doctrine
- The role of the United States: Exaggeration or truth?
- Overview of the military coups in Brazil, Argentina, Chile
- Operation Condor



#### COMPARING COUNTRY CASES: SIMILARITIES AND DIFFERENCES

- The military Regime in Brazil
- The military Regime in Chile
- The military Regime in Argentina
- The military Regime in Uruguay, El Salvador and the Guatemalan genocide

#### DEBATES AND NEW DIRECTIONS

- Military or Civilian-military regimes?
- New approaches
- The impact of Latin American authoritarian regimes on new fields of study: Transitional Justice, memory studies and human rights studies.

#### ARTISTIC PRODUCTIONS IN (POST-)AUTHORITARIAN LATINAMERICA

- To what extent did authoritarian rule impact on the artistic-cultural production?
- How did artists react to the regimes?
- What role did cultural-artistic productions play in the reckoning processes?
- How did specific art works represent the dictatorship? How can dictatorships be best represented?

#### LEARNING OBJECTIVES

- Gain a comprehensive understanding of the history of authoritarian rule in LA
- Identify similarities and differences between the various country cases
- Identify changes within the historiography of authoritarian rule in LA and develop critical analysis skills to assess and historicize scholarly concepts
- Produce concise and intelligent analysis of course themes in written assignments
- Participate frequently and contribute to class discussion in a manner that is intelligent, productive, and considerate

#### Literature:

Pereira, Anthony W. 2005: Political (In)justice: Authoritarianism and the Rule of Law in Brazil, Chile, and Argentina, Pittsburgh: Pittsburgh University Press; Alves, Maria. H. M., State and Opposition in Military Brazil (Austin: University of Texas Press, 1985); Brito, Alexandra Barahona de 2001: Truth, Justice, Memory, and Democratization in the Southern Cone, in: Brito, Alexandra Barahona de/González-Enríquez, Carmen und Aguilar, Paloma (eds.): The Politics of Memory: Transitional Justice in Democratizing Societies, Oxford and New York: Oxford University Press, 119-160.

**Remarks:** orientation meeting: 16.05.2014 in Y 326. Course 19-21.06 2014.

**Prerequisites:** The reading is mandatory (impossible to follow otherwise). Every student will be asked to present parts of the texts and give a small paper in front of class. Individual topics will be distributed at the orientation meeting May.

### [Constance as Monastic Landscape in the High Middle Ages](#)

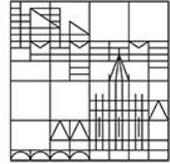
**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)

**ECTS:** 9

**Lecturer:** Prof. Dr. Alison Beach

#### Description:

This course will focus on the changing monastic landscape of Constance from the tenth to the twelfth century. Students will study the interacting religious, social, political, economic, and environmental dimensions of this landscape through a close reading of primary and secondary texts, and a series of related local excursions.



**Remarks:** Some of the readings will be in English, but although the class will be conducted primarily in English, students may participate in German and may submit their Hausarbeiten in German, too.

## The age of the Assassins

**Course type:** Blockseminar / 5 days intensive course

**ECTS:** 6

**Lecturer:** Rachel Hoffman

### **Description:**

This seminar will explore the age of assassins in modern European history. The long nineteenth century was an age of assassins, from the French revolutionaries' execution of their king and queen in 1793 to the assassination of the Austrian Archduke Franz Ferdinand and Duchess Sophie in 1914, which sparked the outbreak of the First World War. The seminar will examine the history of political assassination in the nineteenth and early twentieth century. The sessions will consider the rise of the age of assassins in the first half of the nineteenth century, the height of political murder in late-nineteenth century Europe and, finally, the decline of political assassination, and the transition to other forms of political violence after 1914. It will at the same time introduce students to broader questions and concepts about the intersection of violence and politics.

Students will be expected to devise and deliver a presentation, based on the primary and more specific readings provided, and take regular part in seminar discussions. Marks will be based on the presentation, in addition to participation in seminars.

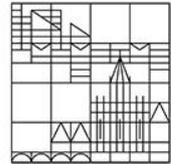
### **Literature:**

Introductory Literature:

- Charles Tilly, Louise Tilly and Richard Tilly, *The Rebellious Century, 1830-1930* (Cambridge, M.A., 1975).
- Walter Laqueur, *Terrorism* (Boston, 1977).
- Charles Townshend, *Terrorism: A Very Short Introduction* (Oxford, 2002).
- Ian Kershaw, 'War and Political Violence in Twentieth-Century Europe', *Contemporary European History* 14 (2005), pp. 107-123.
- Heinz-Gerhard Haupt, *Gewalt und Politik im Europa des 19. und 20. Jahrhunderts* (Göttingen, 2012).
- Michael Newton, *Age of Assassins: A History of Conspiracy and Political Violence, 1865-1981* (London, 2012).

### **Remarks:**

Please register for this course by 15 May 2014 to Rachel G. Hoffman at [rh393@cam.ac.uk](mailto:rh393@cam.ac.uk). Presentation topics will be agreed upon and distributed in late May and early June, along with additional recommended reading for particular presentation themes.



## WINTER SEMESTER 2013/2014

### [Beloved, hated, world-famous: An introduction into the work of Edward W. Said \(10 years after this death\)](#)

**Course type:** Kompaktkurs / 3 days intensive course

**ECTS:** 6

**Lecturer:** Nina Schneider

#### **Description:**

Ten years after his death, Edward W. Said's work remains controversial. Some people love him, others hate him, and in 2001 the Guardian called him "arguably the most influential intellectual of our time". This seminar provides an introduction into Said's work and reflects on his controversial legacy. His groundbreaking book *Orientalism* (1978) is considered a founding document of a new and independent field of cultural studies – the so-called postcolonial studies. We will first and foremost read and discuss his *Orientalism* (1978) which has been translated in more than three dozens of languages, but we will also read and discuss his biography *Out of place* (1999) and *Representations of the Intellectual* (1994). Apart from reading and discussing Said's own oeuvre, we will read a series of critical texts including James Clifford and Jürgen Osterhammel, and analyse a range of obituaries. What is the legacy of Said ten years on? To what extent did he contribute to the formation of postcolonial studies and to what extent does more recent postcolonial theory move beyond Said's thought? Lastly, we will reflect what Said's work means for the academic community and the way we think and produce knowledge.

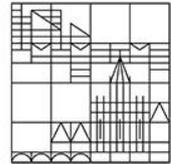
#### **Literature:**

Said, *Orientalism* (1978), *Out of place* (1999), and *Representations of the Intellectual* (1994), James Clifford, "Review: Orientalism...", in: *History & Theory* 19 (1980); J. Osterhammel, "E.W.Said und die 'Orientalismus'-Debatte ...", In: *Asien afrika Lateinam* 12 (1997), Stuart Hall, "When was the Post-colonial? ...", 2006 (usw.)

**Remarks:** IMPORTANT NOTICE! Students need to register for this seminar by 1.10.2013; please send an e-mail to: [nina.schneider@uni-konstanz.de](mailto:nina.schneider@uni-konstanz.de). The seminar will only take place, if a minimum of 10 students enrolls in this course.

**Prerequisites:** The reading is mandatory (impossible to follow otherwise). Every student will be asked to present parts of the texts and give a small paper in front of class.

For the allocation of individual topics please contact me by e-mail. Possible paper topics include: 1) Said's biography (& *Out of Place*), 2) His individual works: *Orientalism* OR *Representations*, 3) His critics (one per paper), 4) his reception in different parts of the world OR by different disciplines. You are also welcome to make individual suggestions.



## Pathways, Problems, and Perspectives for a Global Intellectual History

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Pascale Siegrist

### **Description:**

"Global History" has been a burgeoning field of research for over a decade now. However, the trend only recently impressed its mark on intellectual history. This seems striking given the apparent congeniality of global and intellectual history: with the emphasis placed on context, "minor" thinkers, and language, the "Cambridge School" historians (though other approaches such as Begriffsgeschichte and histoire des mentalités ought not to be overlooked) would seem in a privileged position to turn their attention to intellectual traditions outside of the classical Western European and North American foci of interest. Recent conferences, special issues, monographs, and collective volumes have attempted to map out possible directions of such an approach, but remain hesitant as to its contours and promises.

This course will thus offer the opportunity to study a branch of historiography in the making: a first series of sessions will be devoted to theoretical readings concerning the potential of a mutual fecundation of global and intellectual history (e.g. visions of globality and world order; comparative approaches; discourses and influences crossing national and imperial borders), proposed methodologies (e.g. network analysis; the history of go-betweens and brokers; a retracing of the circulation, adaption, and hybridisation of ideas and concepts), and identified problems (e.g. the postcolonial and subaltern critique; difficulties of translation; the limits of the "global"). In the second part of the seminar, each student will present a book review and discuss whether and how the work can be subsumed under the label of an emerging "Global Intellectual History".

### **Literature:**

- Bayly, Christopher (2011): „European Political Thought and the Wider World During the Nineteenth Century“, in: Stedman Jones, Gareth / Claeys, Gregory (eds.): The Cambridge History of Nineteenth-Century Political Thought. Cambridge: CUP, pp 835-863
- Moyn, Samuel / Sartori, Andrew (eds.) (2013): Global Intellectual History. New York: Columbia University Press
- Modern Intellectual History: Vol 4, Issue 1 (April 2007), An Intellectual History for India (pp 3-169); Vol 7, Issue 2 (August 2010), Forum (pp 269-457); Vol 10, Issue 2 (August 2013), Forum (pp 347-436)

**Prerequisites:** Course taught in English, solid reading and speaking knowledge in English

**Credit requirements:** Active participation in class and contribution to discussions, review presentation and written report.

## Space, Language, and Death. Historical Discourse Analysis after Michel Foucault

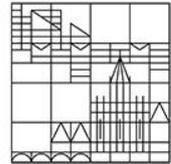
**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Cain Friedrich / Hannes Brandt

### **Description:**

"An author like Michel Foucault, whose work so much withdraws from direct, straight lines of interpretations, is a constant source of ambiguity to the interpreting efforts of his contemporaries and offspring." (Axel Honneth) From the vast variety of Foucauldian concepts, discourse analysis in particular has been subject to numerous paths of reception. The aim of the class is to qualify the concept of "discourse" and to seek points of connection in cultural theory and history. The course will be offered as a reading class. Starting with Foucault's "The Birth of the Clinic" we will try to follow the different uses and further development of the "discourse", and try to differentiate Historical Discourse Analysis against other methods (e.g. the history of ideas or conceptual history).



**Literature:**

Selection:

- Foucault, Michel, 1973. Die Geburt der Klinik. Eine Archäologie des ärztlichen Blicks, München.
- Sarasin, Philipp, 2003. Geschichtswissenschaft und Diskursanalyse, Frankfurt am Main.
- Landwehr, Achim, 2008. Historische Diskursanalyse, Frankfurt am Main.

**Prerequisites:** Willingness to intense reading and discussion.

**Credit requirements:** class presentation; written reading response; regular attendance

**Governance for Competition. The Birth of the Modern State**

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Hidvegi, Maria / Dr. Török, Borbála Zsuzsanna

**Description:**

The French Revolution and the Napoleonic wars demonstrated with brutal violence that the fragmented (and loosely structured) European aristocratic states were unable to put up with the military and economic competition of the day. The Declaration of the Rights of Man, the ensuing demand for broader political participation and the sharpening sense of national identity in France and beyond forced continental monarchies reform themselves. In addition, overseas colonial empires, as Britain, France and Spain, were also engaged in warfare for the control of their Indian and American possessions. The course will ask how autocratic and revolutionary governments and intellectual elites faced these challenges. We are particularly interested in concepts and strategies to meet the exigencies of legitimate rule and administrative efficiency during the turbulent decades before and after 1800. Based on case studies on and sources about “despotic” Russia, the composite Habsburg Monarchy, the (post-Napoleonic) German states, Spain and the “industrious” Northern European states, the course will also analyze how bureaucratic elites increasingly recognized the importance of knowledge of the human and economic resources as the basis of modern governance.

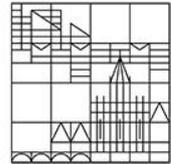
**Literature:**

- Ronald G. Asch, Dagmar Freist (Hgg.), Staatsbildung als kultureller Prozess (2005);
- John Brewer, Eckhart Hellmuth (Hgg.), Rethinking Leviathan (1999);
- C. A. Bayly, Die Geburt der modernen Welt (2006)

**Remarks:** The course will be held in English or German depending on the language ability of the students. The decision will be made during the first session.

**Prerequisites:** English reading skills

**Credit requirements:** Regular attendance and active participation, short class presentation, term paper



## The Golden Age of Rome

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Dr. Federico Russo

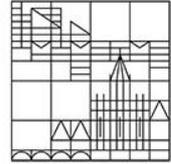
### **Description:**

This course proposes an interdisciplinary approach to one of most interesting and important periods of Roman history, the beginning of the Principate under Emperor Augustus, an era that ancient sources often define as a “Golden Age”. The contribution of Augustus to the consolidation and stabilization of the “Empire” from a governing and military perspective was immense. His reinstitution of conservative policy and wide scale public improvements helped to not only bring Rome out of the ashes of a century of civil war, but established Augustus as the unassailable and unchallenged ruler of the Roman world for nearly half a century. In what is called as the Golden Age of Rome, Augustus not only rebuilt the city and advanced the Pax Romana but also gave impulse to an era one of pre-eminent literary achievement and of extraordinary artistic flourishing. The course will analyse evidence from the period to show how Augustus’ regime worked to codify the idea of Aurea Aetas. This evidence will include contemporary literature, historical facts and records, art, architecture, religion, and symbolism. The course will also address the major criticisms of each facet by eyewitnesses such as Ovid and Propertius, by Roman historians such as Tacitus and Suetonius, and by various modern scholars of Roman history. Studying the success of Augustus’ methods can reap numerous benefits, including a deeper understanding of later dictators and their programs.

### **Literature:**

- K. Galinsky, Augustus. Introduction to the Life of an Emperor, Cambridge 2012.
- B. Levick, Augustus: Image and Substance, Harlow 2010.
- P. Zanker, Augustus und die Macht der Bilder, München 1987 (Engl. Trans., The Power of Images in the Age of Augustus, Ann Arbor 1988).

**Credit requirements:** Class presentation



## SUMMER SEMESTER 2013

### The parliaments of medieval England. From roots to Reformation

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)  
Oberseminar / Graduate course (MA)

**ECTS:** 9

**Lecturer:** Dr. Jörg Feuchter

**Description:**

England is generally considered "the mother of parliaments" because of its tradition of parliamentary assemblies dating back to the 13th century. Yet the character of the medieval parliaments has been a major bone of contention in historiography since the end of the 19th century. Were they political assemblies representing the nation or rather the King's highest feudal courts? We will study the parliaments of England from their roots in the High Middle Ages to the Reformation Parliament (1529-1536).

### The Making of Roman Italy

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA)

**ECTS:** 6

**Lecturer:** Dr. Federico Russo

**Description:**

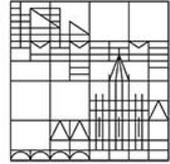
The integration of Italian communities in Roman administrative system was a long and complex process which modern historians usually call "Romanization". On the one hand, this approach implies the imposition of the Roman administrative structure, which determined the development of a "national" (i.e. Roman) identity. On the other hand, the Romanization of Italian communities is mostly interpreted as losing local identities. However, recent studies has shown that it is possible to identify significant divergent regional histories and characteristics persisting throughout the Roman period, so that the most meaningful characteristic of Roman Italy seem to be not unity but diversity.

The main aim of the class will be to analyze specific cases of Romanization of Italian communities. On the one hand, we will focus on "successful" cases of assimilation, which was indicated, for instance, by the adoption of typical Roman cultural features (such as replacement of the local laws by Roman law, the adoption of Roman names and of the Latin as official language). On the other hand, we will focus on "unsuccessful" cases of Romanization, in other words examples of Italian communities which, for various reasons, were reluctant to accept the Roman political culture.

Thus it will be possible to reappraise the idea of Romanization itself.

**Literature:**

- David, J.-M. The Roman Conquest of Italy, Oxford 1996.
- Keaveney, A. Rome and the Unification of Italy, London 1998.
- Mouritsen, H. Italian Unification: a study in ancient and modern historiography, London 1998.
- Woolf, G. 1992. The unity and diversity of Romanisation, «Journ.Rom.Archael.» 5, 1992, pp. 249-352.



## **Male, female, human: sexed bodies in medieval knowledge order**

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)  
Oberseminar / Graduate course (MA)

**ECTS:** 9

**Lecturer:** Dr. Christof Rolker

### **Description:**

Medieval theology, medicine and philosophy manifold approaches to the body and the construction of the sexes. Is the human body always sexed? Are there two and only two sexes? In the seminar, we will study medieval approaches to the body with a particular focus on how the human body is sexed. Participants are strongly encouraged to attend the reading class (Übung) as well.

### **Literature:**

- Joan Cadden, Meanings of sex difference in the Middle Ages. Medicine, science, and culture (Cambridge History of Medicine), Cambridge 1993.
- Anne Fausto-Sterling, Sexing the body. Gender politics and the construction of sexuality, New York 2000.
- Thomas Walter Laqueur, Making sex. Body and gender from the Greeks to Freud, Cambridge, Mass. 1990.
- Jacqueline Murray, One flesh, two sexes, three genders?, in: Gender and Christianity in medieval Europe. New perspectives, hg. von Lisa M. Bitel und Felice Lifshitz, Philadelphia 2008, 34–51.

**Remarks:** To participate, please register with [Christof.Rolker@uni-konstanz.de](mailto:Christof.Rolker@uni-konstanz.de) no later than 5th April 2013.

## **Male, female, human: sexed bodies in medieval knowledge order (reading class)**

**Course type:** Übung / Reading class

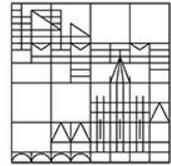
**ECTS:** 6

**Lecturer:** Dr. Christof Rolker

### **Description:**

The reading class is open to all participants of the seminar of the same title.

**Remarks:** To participate, please register with [Christof.Rolker@uni-konstanz.de](mailto:Christof.Rolker@uni-konstanz.de) no later than 5th April 2013.



## WINTER SEMESTER 2012/13

### Counting and mapping ethnicity in modern Europe

**Course type:** Kurs / Undergraduate and Graduate course **ECTS:** 6

**Lecturer:** Dr. Borbála Zsuzsanna Török

**Description:**

The course will analyze the process through which modern administrations attempted to categorize, count and therefore to control the population during the 'long' 19th century. The focus will be on Europe, with case studies from the Habsburg Monarchy, Germany, Italy, France and the British Empire, with a comparative outlook into the colonial administration in India, as well as the USA. We shall investigate the roots of population statistics, beginning with military censuses, map-making and descriptive *Staatenkunde*. The international statistical congresses of the second half of the 19th century provide an interesting case study, where experts from many states debated the „scientific“ criteria of „nationality“ statistics. The aim is to draw attention to the politics of shaping fundamental social categories like ethnicity or race, their appropriation but also contestation by state bureaucracies and political actors in modern times.

**Literature:**

Readings will include the classics of modern statistical history, such as Theodore Porter or Alain Desrosiers, but also literature dealing with the limits and failure to measure and control (C. A. Bayly's "Empire and Information" is a case in point). We shall study contemporary sources and analyze ethnic maps.

### The Global Netherlands (1600-2000)

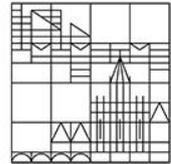
**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year) **ECTS:** 9

**Lecturer:** Prof. Jürgen Osterhammel

**Description:**

The Netherlands are a small European country with a global past. They can be seen as a microcosm of European and world history. Even to those lacking a specific interest in Dutch history the Netherlands provide an ideal window to general issues of early and late modern history. The seminar will cover the entire sweep of Dutch history from the growth of the Republic to the present. Special attention will be given to the following topics:

- Prelude: The Dutch Revolt
- Golden Age (mainly 17th century) culture and its social foundations
- The Dutch Republic and the emergence of "modernity" in Europe
- Dutch primacy in world trade
- Dutch involvement in the slave trade and in New World colonialism
- Batavia: Europe's first major colony in Asia
- The Netherlands in the age of revolution (c. 1770-1830)
- Ecological management of a watery country
- Exploiting Indonesia in the nineteenth century
- Colonialism and the racial order
- Dutch orientalism in the arts and sciences
- Dutch and Asian Critics of Indonesian colonialism. Was there ever a Dutch "imperialism"?
- The Netherlands and the First World War
- Indonesia between the wars: a "model colony"?
- World War II: The Netherlands und its empire under German and Japanese rule



- Indonesia's struggle for independence (1945-49)
- Dutch cosmopolitanism and the unification of Europe
- Postcolonial immigration and Dutch politics

**Literature:**

Most of the literature is in English, a small proportion in German. Beginners should turn to: Geert Mak, Amsterdam. Biographie einer Stadt, dt. v. Isabelle de Kegel, München 2006 (EUR 10; English translation also available); The standard textbook is Johan C. H. Blom / E. Lamberts (eds.), History of the Low Countries, tr. by James C. Kennedy, New York/Oxford 1999. For the early modern period see Jonathan I. Israel, The Dutch Republic: Its Rise, Greatness, and Fall, 1477-1806, Oxford 1995, John L. Price, Dutch Society 1588-1713, Harlow 2000, and Jan de Vries / Ad van der Woude, The First Modern Economy: Success, Failure, and Perseverance of the Dutch Economy, 1500-1815, Cambridge 1997. The classic text on Dutch overseas activities remains Charles R. Boxer, The Dutch Seaborne Empire 1600-1800, London 1965, for the later period: M.C. Ricklefs, A History of Modern Indonesia since c. 1200, 4th ed., Basingstoke 2008.

**The Global Netherlands (1600-2000)**

**Course type:** Oberseminar / Graduate course (MA)      **ECTS:** 9

**Lecturer:** Prof. Jürgen Osterhammel

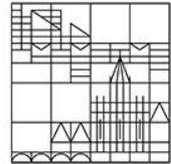
**Description:**

The Netherlands are a small European country with a global past. They can be seen as a microcosm of European and world history. Even to those lacking a specific interest in Dutch history the Netherlands provide an ideal window to general issues of early and late modern history. The seminar will cover the entire sweep of Dutch history from the growth of the Republic to the present. Special attention will be given to the following topics:

- Prelude: The Dutch Revolt
- Golden Age (mainly 17th century) culture and its social foundations
- The Dutch Republic and the emergence of "modernity" in Europe
- Dutch primacy in world trade
- Dutch involvement in the slave trade and in New World colonialism
- Batavia: Europe's first major colony in Asia
- The Netherlands in the age of revolution (c. 1770-1830)
- Ecological management of a watery country
- Exploiting Indonesia in the nineteenth century
- Colonialism and the racial order
- Dutch orientalism in the arts and sciences
- Dutch and Asian Critics of Indonesian colonialism
- Was there ever a Dutch "imperialism"?
- The Netherlands and the First World War
- Indonesia between the wars: a "model colony"?
- World War II: The Netherlands und its empire under German and Japanese rule
- Indonesia's struggle for independence (1945-49)
- Dutch cosmopolitanism and the unification of Europe
- Postcolonial immigration and Dutch politics

**Literature:**

Most of the literature is in English, a small proportion in German. Beginners should turn to: Geert Mak, Amsterdam. Biographie einer Stadt, dt. v. Isabelle de Kegel, München 2006 (EUR 10; English translation also available); The standard textbook is Johan C. H. Blom / E. Lamberts (eds.), History of the Low Countries, tr. by James C. Kennedy, New York/Oxford 1999. For the early modern period see Jonathan I. Israel, The Dutch Republic: Its Rise, Greatness, and Fall, 1477-1806, Oxford 1995, John L. Price, Dutch Society 1588-1713, Harlow 2000, and



Jan de Vries / Ad van der Woude, *The First Modern Economy: Success, Failure, and Perseverance of the Dutch Economy, 1500-1815*, Cambridge 1997. The classic text on Dutch overseas activities remains Charles R. Boxer, *The Dutch Seaborne Empire 1600-1800*, London 1965, for the later period: M.C. Ricklefs, *A History of Modern Indonesia since c. 1200*, 4th ed., Basingstoke 2008.

**Remarks:** The seminar is open to students in master programmes (mandatory for 9 ECTS) and students for "Lehramt" preparing for their final examinations. It will be held as a supplementary "3rd hour" devoted to an intensified study of additional material and of advanced contributions to current scholarship. The "3rd hour" will be taught as two additional day-long sessions, dates to be determined at the beginning of the semester.

## The Roman Monarchy

**Course type:** Kurs / Undergraduate and Graduate course (BA and MA) **ECTS:** 6

**Lecturer:** Dr. Federico Russo and Prof. Ulrich Gotter

### **Description:**

Main aim of the course will be to consider and clarify some problematic and ambiguous aspects of the Roman monarchic period through the analysis of the historiographical tradition on the Roman kings.

On the one hand, specific attention will be paid to the role of some of the most important kings in the political as well as religious life of Rome during the monarchy: for instance, we will stress the importance of Numa Pompilius' religious measures or Servius Tullius' military and civil reforms.

On the other hand, analysis of literary sources will show how, during the republic, new political needs could strongly influence the memory, and therefore the historiographical tradition, of the monarchic period and of the most important kings.

The analysis will focus on a set of Latin and Greek literary sources (in translation).

### **Literature:**

- J. Classen, *Die Königszeit im Spiegel der Literatur der römischen Republik*, «Historia» 14, 1965, pp. 385-403.
- P. M. Martin, *L'ideé de royauté a Rome I. De la Rome royale au consensus républicain*, Clermont Ferrand 1982.
- J. Poucet, *Les Rois de Rome. Tradition et Histoire*, Bruxelles 2000.

## Three Rings or Three Impostors: Relativism and the Three Monotheistic Religions

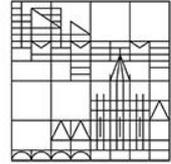
**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year) **ECTS:** 9  
Oberseminar / Graduate course (MA)

**Lecturer:** Prof. Dorothea Weltecke

### **Description:**

Already in the sixth century we come across the argument that the variety of the religions and the disunity between them makes them all unconvincing. The later tale of the three identical rings (Judaism, Christianity, Islam) and the sentence of the three impostors (Moses, Jesus and Muhammed) are two poles between which thoughts and models of diversity and exclusivity were discussed in the Middle Ages. We will study the tale of the three rings and the sentence of the three impostors, but will also read less known sources from the world of Islam, Judaism and Christianity (Eastern as well as Western) in order to think about exclusivity, diversity, tolerance, universalism and relativism in the religions of the Middle Ages.

**Remarks:** Knowledge of Latin and French needed.



## **Kinship in the Middle Ages: Anthropology and history**

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)      **ECTS:** 9  
Oberseminar / Graduate course (MA)

**Lecturer:** Dr. Christof Rolker

### **Description:**

Kinship has been perceived as the 'functional predecessor of almost everything' (Sabean/Teuscher), and the corresponding narrative of kinship as a hall-mark of premodern societies had, and continues to have, a considerable impact on our view of the Middle Ages. The seminar will address such grand narratives and the same time introduce students to rather more detailed studies of 'kinship structures', 'household units', modes of reproduction and the various techniques of the making (and unmaking) of kinship.

### **Literature:**

Jack Goody, The development of the family and marriage in Europe, Cambridge and New York 1983.  
Kinship in Europe. Approaches to long-term development (1300–1900), ed. David Warren Sabean, Simon Teuscher and Jon Mathieu, New York and Oxford 2007.

## **Materiality, Material Studies, Material Turn**

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)      **ECTS:** 9  
Oberseminar / Graduate course (MA)

**Lecturer:** Prof. Stefan Hauser

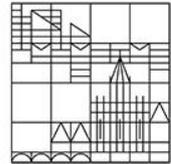
### **Description:**

In recent years material culture and materiality in general have provoked and received much more interest within cultural studies. The growing awareness of the importance of material culture in human signification and communication processes as well as the lasting impact of build environments and objects on human (inter-)action even led to the proclamation of the so-called "material turn" which indicates the accretive acceptance of things in the description and reconstruction of societies.

In archaeology and cultural anthropology, the custodians of material culture, the relation between human beings and material culture have been discussed for some time. The concept of materiality, nevertheless, is not meant as another name for material culture. On the contrary, it is concerned with the interaction of humans and materials within a set of cultural relationships. Thus, more recent debates draw attention to the interaction of knowledge, social practices and material things. Objects and build environments were always used to materialize social relations as well as ideas and values. This means culture is transformed in an active reflexive process into a physical reality of material referents which in turn influences conventions and future activities. The operations of the materialization of cultural traits and ideas are part of the ongoing process of creating and negotiating meaning. Part of this process is the materialization of specific ideologies and political or religious concepts in landscapes, buildings and objects which appear loaded with meaning. Objects, thus, provide material windows into the agency and identity of the people who produced and used them. The concept of materiality relates also to the idea that objects gain a social life or biography of their own which allows them to enter into a position of agency. Drawing on archaeological/anthropological and social theory as well as case studies from various regions and ages this seminar attempts to explore (the concept of) materiality (in recent literature and) across time and space. Materiality and "thingness" are linked to concepts of landscape, ritual practices, and heritage. The seminar explores the relationships between social concepts and material culture that also shape human experience in daily practice.

### **Literature:**

- Appadurai, Arjun (ed.), The Social Life of Things. Cambridge 1993.



- Bourdieu, Pierre, Esquisse d'une théorie de la pratique. Geneve 1972/ Outline of a Theorie of Practice.
- Cambridge 1977 (2010) / Entwurf einer Theorie der Praxis auf der ethnologischen Grundlage der kabyllischen Gesellschaft. Frankfurt 1976.
- De Marrais, Elisabeth / Chris Gosden / A. Colin Renfrew (eds.), Rethinking materiality: The engagement of mind with the material world. Cambridge: McDonald Institute for Archaeological Research 2004.
- Hahn, Hans Peter, Materielle Kultur: Eine Einführung. Berlin 2005.
- Hodder, Ian (ed.), The Archaeology of Contextual Meaning. Cambridge 1987.
- Maran, Joseph /Philipp W. Stockhammer (eds.), Materiality and Social Practice. Transformative Capacities of Intercultural Encounters. München 2012.
- Meskell, Lynn (ed.), Archaeologies of Materiality. Oxford 2005.
- Miller, Donald, Materiality. Durham 2005.
- Materiality. Durham 2005.

## **History of Democracy I**

**Course type:** Hauptseminar / Undergraduate advanced course (BA 3rd year)      **ECTS:** 9  
Oberseminar / Graduate course (MA)

**Lecturer:** Prof. Boris Barth

### **Description:**

This seminar will analyse the development of democratic and/or parliamentary forms of rule from the early modern times until the end of the 19th century. As it is impossible to deal with the enormous number of theoretical literature which discusses theories of democratization in the field of both political sciences and sociology, the seminar will focus on four different ideal types, using a historical methodology. 1. The British model (in the 19th century early modern parliamentary institutions were carefully transferred to face the challenge of a modern mass democracy), 2. the US-model (an egalitarian white, mainly protestant settler society with weak governmental institutions) 3. the Swizz way (a multilingual peasant democracy which did not become a model for other states), 4. the French model (the revolutionary way). Additionally the seminar will discuss more general problems of democratization, i.e.: the role of weak/strong institutions and parliaments, suffrage, democracy and civil/ civilised society, democracy and ethnicity/ race.

## **History of Democracy II**

**Course type:** Oberseminar / Graduate course (MA)      **ECTS:** 9

**Lecturer:** Prof. Boris Barth

### **Description:**

Two thirds of the seminar are identical with the Hauptseminar "History of Democracy I", in one additional class we will read selected texts dealing with more specific theoretical problems of democracy and the history of democratization. The seminar will focus on some recent research controversies about the connection between democratization and peace, democracy and ethnic violence, and the question when and why democracies failed.