

**Department of History**  
**Undergraduate History Course Descriptions**  
**Fall 2016**

**HIS 1060-001**

**TOPICS: Religion Tolerance in medieval Spain**

**MWF 10:30 – 11:20 a.m.**

**Dr. Rebecca Winer**

Medieval Spain is the perfect subject for introducing first and second-year undergraduates to the methods that historians use to analyze relations between religious groups, here Muslims, Christians and Jews. During the first three weeks of the course students will acquire background knowledge of Judaism, Christianity, and Islam. Then we will move to analyze primary sources: saint's lives, sermons, poetry, songs, art, architecture, stories, historical accounts, and autobiographies that survive from medieval Spain. This core course will also include a "source study assignment" of primary sources from Christian, Jewish and Muslim points of view (in English translation). Students will strive to develop their opinions about crusade and coexistence in the minds of medieval Spanish people. The time frame covers a period of changing political and social relations between Muslims and Christians in the Iberian Peninsula; the Christian *Reconquista* took off during this period and new political, cultural, and social systems were formed. Students will strive to assess these continuities and changes. The course culminates in a group critique of the intellectually stimulating, controversial, yet highly readable *Ornament of the World* by Maria Rosa Menocal. Overarching definitions of tolerance will be explored in the medieval and modern contexts as well as questions of how the religious backgrounds of modern historians shape their accounts of inter-religious dialogue and conflict in the past. A midterm and final exam test the students' acquired knowledge of the subject and their use of the historical skills of analysis of primary sources and historical methodologies.

*Attributes: Core History*

**HIS 1060-002**

**TOPICS: Islam and the West**

**T/R 1:00 – 2:15 p.m.**

**Dr. Hibba Abugideiri**

This course explores the historical cross-cultural influences and conflicts between "the Islamic world" (primarily in the area that is today the Middle East) and "the West," with particular emphasis on the modern period (post 1800). We will do this by examining various aspects – like science, literature, architecture, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influence has historically moved over time between these geographic entities and why. As we discuss texts, a novel, and videos, our historical approach will be guided by important questions, including: What does "Islam" in the expression "Islam and the West" mean? Is it a religious or cultural designation? Is there a geographic area that we can designate as "Islamic"? What is "the West"? Which areas does it include? When and where did it emerge? How do we characterize the shifting relations between Muslims and "the West"? Does the expression "Islam and the West" reflect a historical reality or a modern construct? At the heart of our collective inquiry is an exploration of how these two entities interacted and how each viewed the other over time and why.

*Attributes: Core History*

**HIS 1065-001****TOPICS: Disease in History****MWF 9:30 – 10:20 a.m.****Fr. Joseph Ryan**

This course will look at the history of medicine and disease from a global perspective from the dawn of human history to the present day. The course will explore the culture of medicine in different world societies. The course will illustrate how disease is a socially constructed phenomenon. The course will examine cultures as diverse as Egypt, India, China, and Africa as well as the western world. The course will include the study of migration and its impact on the spread of disease; the growth of medical knowledge, and its effect on the ability of society to cope with the problem of disease. Fear and prejudice which limit the social response toward those who suffer, will also enter into consideration. Finally, the course will examine the growth of social institutions and their role in responding to the problem of disease. These aims will be accomplished through the exploration of disease outbreaks throughout the period of study. The course will utilize primary sources for discussion and works of scholarship which will include articles, monographs and artifacts. Human history has reflected a competition between man and the microbe. Students will come away with a greater understanding of the recurrent themes that appear in the search of human societies to cope with illness.

*Attributes: Core History***HIS 1065-002****TOPICS: Nature & Human Society****M/W 4:30 – 5:45 p.m.****Dr. Jeffrey Johnson**

This course fulfills the core history requirement for students in the College of Liberal Arts and Sciences. We will investigate the interaction between human history and our natural environment, viewed from a global perspective, with close attention to the problems of change and continuity arising from the ongoing interaction between human society and nature. This course will therefore examine the development of science, technology, and medicine (in the broadest sense) over the past four centuries: efforts to understand and control nature in various cultural traditions, including non-Western cultures; failures and successes in confronting global environmental crises and epidemics in the early modern world, and their effects on scientific and industrial revolutions in Europe and the shifting balance of global power; conflicts over the development of modern scientific ideas, from Galileo's heresy trial and Newton's theories to Darwin's evolution and Einstein's  $E=mc^2$ ; the origins and impact of weapons based on modern physical, chemical, and biological science in an age of global wars and mass murder; and the emergence of a global scientific and technological culture, together with its impact on global climate, energy, and ecology.

*Attributes: Core History***HIS 1070-001****TOPICS: Land of the Tsars and Commissars****T/R 10:00 – 11:15 a.m.****Dr. Lynne Hartnett**

The Russian Empire was one of the largest empires in world history. Under both the Romanovs and the Soviets the country extended over a vast expanse of the Eurasian continent from the Baltic Sea to the Pacific Ocean and from the Arctic Ocean through the Caucasus. In the wake of World War II, Soviet authority extended even further as the Russians and the Americans

competed for influence around the globe. Within this vast Russian and Soviet territory of peoples from numerous ethnic, religious, and cultural backgrounds, the Romanovs and their Soviet successors sought to subordinate their diverse population to the political objectives determined in their western capitals. This course examines the interactions between the Russian rulers and the non-Russian populations within their empire. We will analyze large, political occurrences and assess how the decisions emanating from the Russian capital affected the daily lives of ordinary people living in St. Petersburg, Moscow, Central Asia, the Caucasus, Eastern Europe and various places in between. This course explores how ethnicity, class, religion and gender affected the relationship between the Russian and Non-Russian people and the Tsars and Commissars who ruled them.

*Attributes: Core History*

**HIS 1070-002**

**TOPICS: British Empire**

**T/R 11:30 a.m. – 12:45 p.m.**

**Dr. Elizabeth Kolsky**

This course examines the rise and fall of the British Empire. At its height, Britain controlled more than half a billion people, one quarter of the earth's land mass, and was the undisputed master of the seas. With a colony on every continent, Britain's dominion was so vast that as the saying went, the sun never set on it. We begin by examining the expansion of British power in Ireland and the Americas and follow its growth across Asia and Africa. Emphasis in the course will be placed on: how and why Britain acquired such an enormous global empire; the effects of British colonial rule on the people and places who lived under it; and the varied responses of colonized populations to foreign domination.

*Attributes: Core History*

**HIS 1075-100**

**TOPICS: Women & Everyday Life in Global Comparative Context**

**M/W 6:00 – 7:15 p.m.**

**Dr. Gina Talley**

This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women's agency, women's autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

*Attributes: Core History*

**HIS 1075-101**  
**T/R 6:00 – 7:15 p.m.**

**TOPICS: Gender at Work from the Industrial Age to the Info. Age**

**Dr. Beth English**

This course will study women's experiences in the workplace from the 1870s through the modern era of globalization, and how workplace gender norms have functioned in ways that have paradoxically both perpetuated and challenged social and economic inequality. Historically, work has been a defining factor in the social construction of femininity and masculinity, and arguably, gender has not only structured the workplace but has itself been something produced at work. Using a variety of workplaces in the United States as a reference point, the course will explore three broad themes: 1) women's agency within the context of changing economic options over time; 2) exploitation versus opportunity for women within the context of sex segregation in the workplace and, related, evolving notions of a "woman's place" in the workforce and broader society; and 3) women's negotiations of competing responsibilities of home, family, and paid work. During the semester students will consider how diverse groups of women in a variety of regional, national, and global contexts have understood and shaped their work experiences as workspaces have transitioned away from households and farms to factories, stores and offices; as modern consumer culture emerged and expanded; as the state, reform organizations and unions became increasingly active in shaping gender norms in the workplace; and as global migrations of both workers and jobs have occurred.

*Attributes: Core History*

**HIS 1150-001**  
**M/W 3:00 – 4:15 p.m.**

**TOPICS: Slavery and the Modern World**

**Dr. Judith Giesberg**

This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery's aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

*Attributes: Core History*

**HIS 1150-002**  
**MWF 9:30 – 10:20 a.m.**

**TOPICS: Renaissance Atlantic World: Slavery**

**Dr. Cristina Soriano**

By looking at Africa, the Americas and Europe as equal partners in the emergence of the Renaissance Atlantic World, this course seeks to understand the forging of slavery in the Americas. Between the early sixteenth century and 1810, the Americas received more than three million African slaves. The booming sugar plantations in the French and Spanish Caribbean, in Brazil and in different regions of Latin America absorbed more than half of the slaves entering the Continent. The slave trade and the slavery system profoundly shaped colonial American cultures and societies. This course will explore how the institution of slavery was transplanted in the Americas during the sixteenth century, why African slavery developed in some regions of the Americas and the Caribbean (and why not in other regions), and how the institution was eventually abolished by the last decades of the nineteenth century.

In this course we will discuss central themes of the region and the period related with the importation of African slaves and the establishment of the slavery system, such as capitalism and emancipation, colonialism and empire, rebellions and revolutions, gender and ethnicity, and nationalism and race. These themes will be studied taking in consideration a variety of approaches and perspectives, from microhistorical studies to comparative and global ones.

*Attributes: Core History*

**HIS 1150-003**

**TOPICS: Renaissance Atlantic World: Slavery**

**MWF 10:30 – 11:20 a.m.**

**Dr. Cristina Soriano**

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*Attributes: Core History*

**HIS 1150-004**

**TOPICS: Gender and Conquest in the Early Atlantic World, 1500-1800**

**MWF 12:30 – 1:20 p.m.**

**Dr. Catherine Kerrison**

This course will study the varieties of women's experiences in the New World colonies as well as the gendered concepts that allowed European men to conquer and subdue the Americas' indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of "civilizing" the wilderness: French nuns in New France; English women in the Chesapeake; Spanish women in Mexico City. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary); and how gender concepts were used to rationalize European imperial control of the Americas. Arguably, with the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete. Throughout, we will also scrutinize historical methods, as we ask: how do historians know what they know?

*Attributes: Core History*

**HIS 1150-005****TOPICS: 18<sup>th</sup> Century Europe and the World****T/R 11:30 a.m. – 12:45 p.m.****Dr. Craig Bailey**

The core theme of this course is that in order to understand eighteenth-century Europe, we have to examine it in a broader, global context. Beginning with an examination of European politics, economy and society in the eighteenth century, and then turning to explore interactions between Europeans and the rest of the world (particularly Africa and the Middle East), we will critique Eurocentric assumptions that Europeans were the sole creators of the modern world. Considering the perspectives of European writers who never left home, the works of Western travelers who ventured beyond Europe, and the ways in which non-Europeans saw the West, we will discover that the eighteenth century witnessed new forms of exchange between different societies that created both benefits and uncertainties for the people who lived through that period in history. De-centering the eighteenth century from its European shackles will allow us to view a global world in the making, a process that we are still grappling with today.

*Attributes: Core History***HIS 1155-001****TOPICS: Global Migration in History, 1500-Present Day****MWF 1:30 – 2:20 p.m.****Fr. Joseph Ryan**

This course will explore the impact of global migration in human history from 1500 to the present day. We will look at how migration shapes societies. Our approach will be interdisciplinary. We will look at theories of migration such as transnational migration, acculturation, incorporation, assimilation, circular migration and diaspora. A global capitalist economy also shapes migration. Gender and multiculturalism play an important role in shaping migration. We will also look at forced migration and trafficked human beings in the present. Case studies will be used to explore the past. We will use primary sources and secondary literature in our course of study. There will be three exams and a ten page research paper.

*Attributes: Core History***HIS 1165-001****TOPICS: Global Markets: Equality and Inequality****MWF 8:30 – 9:20 a.m.****Dr. Lawrence Little**

This course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes and consequences of colonization from 1500 to the present. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression.

*Attributes: Core History***HIS 1165-002****TOPICS: History through Travel****T/R 11:30 a.m. – 12:45 p.m.****Dr. Alexander Varias**

This course will focus on the way in which history from early modern times to the present is understood through the examination of travel and the movement of peoples. In addition to the central phenomena of this period, we will material conditions connected to travel and the

experiences of travelers during particular eras. Both primary and secondary sources are stressed in the readings for discussion and for students' research and writing of papers. Sources can also be connected to visual images drawn from painting, sculpture, architecture, and film that form part of the "memory bank" and consciousness of travelers and tourists—two contrasting sets of people as will be clear during the course of the semester.

*Attributes: Core History*

**HIS 1165-003**

**TOPICS: Philadelphia: The Global City**

**M/W 3:00 – 4:15 p.m.**

**Dr. Whitney Martinko**

At once a city known for its local neighborhoods and its international influence, Philadelphia arguably has been a global city since its inception. This course teaches students the necessity of analyzing local urban issues in historical and global context. Students will learn about the ways that Philadelphia has been a site and source of transnational economic development, intellectual exchange, cultural contact and conflict, racial oppression and opportunity, and international immigration and emigration from the seventeenth through the twenty-first centuries. Students will learn to interpret maps, census data, plans, landscapes, and photographs, as well as various types of texts, as historical evidence. They also will survey the different ways that historians define cities – as built environments, systems of colonial power, social networks, cultural landscapes, nodes of production and trade, and ecosystems. This course encourages students to connect their analysis of change and continuity in Philadelphia's past with current debates about urban planning; blight and renewal; class, race, and ethnic conflict and cooperation; economic and environmental development; communal and individual claims to property; and conservation and preservation.

*Attributes: Core History*

**HIS 1250-100**

**TOPICS: Near Eastern History**

**T/R 6:00 – 7:15 p.m.**

**Dr. Kelly-Anne Diamond**

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient near east. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinct fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look at how one integrates non-literate societies into the historical framework of the near east in order to get a comprehensive picture of the area.

This course will cover the time period from approximately 3200 bc to 1500 bc. After this point the near east became very cosmopolitan and there was a significant increase in the interaction between different societies resulting in the transference of culture, ideologies and technological innovation.

*Attributes: Core History*

**HIS 1250-001****TOPICS: Near Eastern History****T/R 4:00 – 5:15 p.m.****Dr. Kelly-Anne Diamond**

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient near east. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinct fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look at how one integrates non-literate societies into the historical framework of the near east in order to get a comprehensive picture of the area.

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*Attributes: Core History*

**HIS 1903-001****Internship Elective****Chairperson****HIS 1906-001****Internship Elective****Chairperson****HIS 2000-001****Investigating U.S. History I****M/W 4:30 – 5:45 p.m.****Dr. Gina Talley**

This course will introduce you to some of the most central questions in United States history. The enduring question for the semester will deal with a dilemma that has proved a struggle for all Americans, from the colonial era to the present: what does liberty mean and who has a right to the freedoms associated with liberty? Additionally, how do ideas about liberty intertwine with the rights of citizenship? We will consider the perspectives of early colonists, “Founding Fathers,” women, abolitionists, slaveholders, and slaves. We will consult primary documents and secondary historical sources. We will read these sources, interpret their meanings, and create our own analyses. Together, we will explore how historians use various sources to construct historical narratives. Particular focus will be given to the lived experiences of race, ethnicity, class, region, and sexuality.

*Attributes: Writing Enriched*



**HIS 2286-001**

**Irish-American Saga**

**MWF 11:30 a.m. – 12:20 p.m.**

**Fr. Joseph Ryan**

Irish Americans were once seen as a threat to mainstream society, today they represent an integral part of the American story. More than 40 million Americans claim Irish descent, and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth century, through the famine and mass immigration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience.

*Attributes: Irish Studies, Peace and Justice*

**HIS 2291-001**

**African American History during Slavery**

**MWF 10:30 – 11:20 a.m.**

**Dr. Lawrence Little**

This course examines the development and experiences of the African American community during the age of slavery. We will analyze the origins and development of the African slave trade, the evolution of slavery in the United States, and the development of American slave culture with an in-depth examination of the slave community, family, and religion. We will trace the growth of the free black community and the creation of black political, social, and economic ideologies and institutions. We will evaluate the effectiveness of the African American struggle against slavery, emphasizing slave resistance, the abolitionist movement, and the Civil War.

*Attributes: Cultural Studies, Diversity I, Peace and Justice*

**HIS 2993-001**

**History Internship**

**Chairperson**

**HIS 2996-001**

**History Internship**

**Chairperson**

**HIS 2998-001**

**TOPICS: U.S. Constitution**

**MWF 12:30 – 1:20 p.m.**

**Dr. Lawrence Little**

Course Description: This course examines the American Constitution and the development of the federal system and civil rights and liberties from their colonial origins to present day arguments. We will examine issues of states rights and national power along with issues liberalism, conservatism, and judicial review, both restraint and activism. We will concentrate primarily on the constitutional doctrines of federalism with some attention to the practical workings of government. We will also consider how sexism, racism, and elitism influenced the legal definitions and practices of civil rights in American society.

*Attributes: Cultural Studies*

**HIS 3095-001****TOPICS: Archaeology of Ancient Egypt****T/R 2:30 – 3:45 p.m.****Dr. Kelly-Anne Diamond**

It is through the interpretation of linguistic and archaeological evidence that the history of ancient Egypt can be constructed. Through an analysis of the material record this course will introduce students to the major political, economic, and religious events of Pharaonic Egypt. This survey will begin with the unification of Egypt (ca. 3100 BCE) and continue to the final stages of the New Kingdom (ca. 1000 BCE), which ended due to foreign influence and internal disorganization. Topics include: the Pyramid Age, the reign of the female king Hatshepsut, Akhenaten's new religion, and the Egyptians' alleged obsession with death. This class is a combination of lectures and class discussions, based on the assigned readings. There will be one short paper, two quizzes, a midterm, and a final exam. Ancient Egyptian works will be read in translation.

*Attributes: Diversity 3***HIS 3216-001****Ireland Since 1800****T/R 4:00 – 5:15 p.m.****Dr. Craig Bailey**

This course focuses on the history of Ireland between 1800 and 1922. Students will become familiar with the principal events and issues that shaped Irish society during this period, and with the different approaches of political, social and cultural history. Among the major topics to be covered are the United Irishmen and the Act of Union, Catholic Emancipation, famine, migration, nationalism, and women in Irish society.

*Attributes: Irish Studies***HIS 3360-001****Women in the Pre-Modern West****M/W 3:00 – 4:15 p.m.****Dr. Rebecca Winer**

In this course we will uncover and analyze the situations of women in the West from Biblical times to the French Revolution. We will pay attention to the varying degrees to which women controlled their own lives and were manipulated by others. Throughout the course we will pose questions about women's legal rights, within their families and society as a whole, their work opportunities, and the societal gender norms that shaped women's behavior. For example: What kinds of economic opportunities did a Hebrew woman have? In Ancient Athens, could a citizen's wife leave her home unescorted? Could a wealthy Roman widow raise her children in the manner she wished? What input did a medieval girl have concerning who, or even if, she would marry or if she became a nun? Was there a Renaissance for Italian women? Was the Protestant Reformation positive or negative for women? Did the changes in ideas about marriage as portrayed in Jane Austen's *Pride and Prejudice* mean that the average Englishwoman was any happier? The course will encourage comparison among the situations of women who lived during different time periods and among women of different social classes. Each week's reading assignments will be accompanied by study questions. There will be two short "reaction papers"

and a more formal written assignment all focusing on primary sources (legal documents, historical accounts, stories, letters, plays, novels etc. from the Pre Modern West).

*Attributes: Diversity 2, Gender and Women's Studies*

**HIS 3995-001**

**Refugees and Migration in Modern Europe**

**T/R 1:00 – 2:15 p.m.**

**Dr. Lynne Hartnett**

As Europe and the world grapples with the political and humanitarian emergencies associated with the largest crisis of human displacement since World War II, this course seeks to put the crisis into historical perspective. Over the semester we will examine the ways in which war, political upheaval, and political, ethnic, and religious persecution spur migration and create refugees. The course will explore cases of forced migration in, from, and to Europe in the twentieth century in order to assess the causes of forced migration; the lived experience of exile; the social and political responses of receiving states and societies; and humanitarian responses to refugee crises.

*Attributes: Peace and Justice*

**HIS 4526-001**

**Modern Science, Art, and Invention**

**M/W 1:30 – 2:45 p.m.**

**Dr. Jeffrey Johnson**

This undergraduate course is designed to compare and contrast patterns of creative work -- especially non-verbal creativity -- in science, technology and art, whose workers helped to shape a characteristically modern society and produced a self-consciously modernist culture from the French and industrial revolutions of the late 18th century to the decline of classical modernism after the Second World War. Through case-studies, we will explore social, cultural, and psychological sources of creativity and opposition to creativity; social and political conditions such as wars or political repression that have produced destructive as well as creative effects; and group interactions and shared cultural values among scientists, inventors, and artists that produced especially creative conditions.

**HIS 5001-001**

**Junior Research Seminar**

**T/R 10:00 – 11:15 a.m.**

**Dr. Paul Rosier**

*Attributes: A&S Research, Writing Enriched*

*Restrictions: Majors Only*

**HIS 5501-001**

**Seminar in Historical Methodology**

**T/R 1:00 – 2:15 p.m.**

**Dr. Paul Steege**

This course presents history majors the opportunity to plan, research, and write an article-length research paper (approximately 25 pages), based largely on primary source materials. Over the course of the semester, we will do the work of historians, from choosing a research subject and locating the sources necessary to investigate the topic to producing a carefully crafted and well-

documented piece of historical writing and presenting its conclusions to our peers. Along the way, we will explore relevant historical scholarship, cultivate our ability to evaluate published and unpublished sources, and work to translate our research into an argument that we can present clearly in both oral and written forms.

The course centers on the theme of objects as one way to consider history in terms of everyday life. Students will select one object of everyday use (product, good, raw material, or cultural item) from no earlier than 1750. Your choice is open to any item for which you can find sufficient information, regardless of its political, economic, or cultural “weightiness.” Each student paper will use this object as a way to unpack the history of a particular place, time, or issue.

*Attributes: Writing Enriched*

*Restrictions: Majors Only*

**HIS 5515-001**  
**Chairperson**

**Independent Research**