

Department of History
Undergraduate History Course Descriptions
Spring 2017

HIS 1060-001

TOPICS: Religious Tolerance in Medieval Spain

Dr. Rebecca Winer

TR 10:00 AM-11:15 AM

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 include "source study assignments" 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 thus new political, cultural, and social systems were formed. Students will 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

TR 8:30-9:45 AM

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
TR 8:30 AM-9:45 AM
Dr. Paul Rosier

TOPICS: Global Environmental History

This course explores the history of the global environment and the history of environmental social movements, with an emphasis on the 1800s to the present. In rethinking world history through the lens of environmental history we will examine the roles of men and women in the global “ecodrama” as well as nature and its constituent elements. We will read primary documents and secondary works of ecology, public policy, history and cultural studies to gain an understanding of how imperialism and capitalism engendered “changes in the land” and how these changes gave rise to new cultural conceptions of nature and to environmental citizenship around the globe. We will also consider, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will document the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice” and, more recently, “climate justice.” In addition, we will consider the place of ‘nature’ in a global culture of consumption.

Attributes: Core History

HIS 1065-002
MWF 9:30 – 10:20 a.m.
Fr. Joseph Ryan

TOPICS: The History of Disease

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 1070-001
TR 10:00 am- 11:15 am
Dr. Lynne Hartnett

TOPICS: Tsars and Commissars

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

HIS1070-HO1
TR 2:30-3:45 PM
Dr. Elizabeth Kolsky

HON: British Empire

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 1075-001
MW 4:30-5:45 PM
Dr. Gina Talley

TOPICS: Global Women and Daily Life

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 1075-100
MW 6-7:15 PM
Dr. Gina Talley

TOPICS: Global Women and Daily Life

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 1150-001
MWF 12:30 PM- 1:20 PM
Dr. Emil Ricci

TOPICS: Transatlantic Revs Mod World

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and France. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a long period of political and social instability. By the late eighteenth century, revolutions erupted in America and France in which old regimes were destroyed and replaced by new political and social systems. The scope of each of these movements was

extensive, leading not only to new societies but to new ideas and institutions. By examining the English Civil War and Revolution of the 1640s, the American Revolution, and the French Revolution of 1789, students will have an opportunity to investigate three main topics: (1) how historians have interpreted these movements in historical literature, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attribute: Core History Requirement.

HIS1150 -002

TOPICS: Gender and Conquest

MWF 1:30-2:20 PM

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 1155-001

TOP: Across the Pacific

MWF 10:30-11:20 AM

Dr. Marc Gallicchio

In this course we will explore the history of American involvement in East Asia, with special emphasis on relations between the United States, Japan and China. Throughout the course we will discuss formal diplomacy but we will also study the activities of private citizens in shaping the relationship between these countries. Topics include the origins of the China trade, opening of Japan to the West, immigration, the Pacific and Korean Wars and contemporary issues in the region. One of our goals is to integrate the history of American foreign relations with the history of modern East Asia. We will also seek to develop an understanding of how history shapes the relations between these three countries in the twenty-first century.

Attributes: Core History

HIS 1165-001

TOPICS: Global Markets, Equality and Inequality

MWF 8:30-9:20 AM

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

TR 11:30AM-12:45 PM

Dr. Alex 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. A major focus of the course will be the relationship of the travel experience to the cultural, social, and political environment of the different historical eras. Related to this concern are a number of others regarding the history of travel and travel writing: the transformation of travel over time--especially with the development of industrialization; the ways in which particular "other" places have appeared to visitors from afar; the use of mythology and utopian imagination to conceive of particular "exotic" locales; the importance of trade in transforming culture; the emergence of mass travel and the effects of steamships, trains, and airplanes in transforming the nature of travel; the reflection of home life on board the new vehicles in terms of comfort, design, and decor, and social stratification; the emergence of leisure travel among non-elite travelers; the varying perceptions offered by men and women who wrote about travel; and the roles of imperialism and immigration in stimulating travel. In addition to the readings, film viewings will provide further representation of the travel experience.

Attributes: Core History

HIS 1165**TOPICS: Soccer and Making of the Modern World****MWF 9:30 -10:20 AM****Dr. Paul Steege**

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with the growth of industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific local/national examples to investigate its particular themes in greater depth and to locate them in time and place.

*Attributes: Core History***HIS 1165-004****TOPICS: Philadelphia Global City****TR 2:30 PM-3:45 PM****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 1165-005****TOPICS: Soccer and Making of the Modern World****MWF 11:30-12:20 PM****Dr. Paul Steege**

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with the growth of industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific local/national examples to investigate its particular themes in greater depth and to locate them in time and place.

Attributes: Core History

HIS 1165-006

TOPICS: Suffering and Progress in the 20th Century

TR 11:30 AM-12:45 PM

Michael Westrate

This course examines the political, cultural, social, and economic development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings (both primary and scholarly), visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—concentration camps, war, genocide, famine, forced migration, and other evils plagued humanity throughout the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all, as well as major advances in technology. Via weekly written assignments and discussion, our goal will be to assess the importance of these and other subjects in today's world. At the end of the semester, we will better understand “the fundamental interconnectedness of all things,” or (to put it another way), human webs—the networks that make up our reality.

HIS 1165-007

TOPICS: Political Violence and Rev Modern World

TR 1:00-2:15 PM

Dr. Lynne Hartnett

In the fall of 2016, the sanctity of a peaceful transfer of power within the American political system became a central topic in the American Presidential campaign. As politicians, pundits, and journalists stressed the importance of this concept to the very notion and exercise of American democracy, we were reminded that all too often in history, political power has been contested, and attempts to realize power have taken violent turns. This course examines the historical occasions during which individuals, groups, or movements have turned to revolution and/or violence to realize their goals. We will consider the conditions that allow revolutionary movements to arise and the context in which such movements have successfully realized their objectives. As we do so, we will assess the role of violence both within revolutions and outside revolutionary contexts as well as the viability and success of more peaceful methods of protest. We will explore what impels certain individuals, group, and states to embrace revolution as an agent of change and how this change affected the larger region and world. Some topics that we will consider include: the French Revolution, the Haitian Revolution, the fight for women's suffrage, the Russian Revolution, fascism, Stalin's political purges, the Chinese Revolution, the American Civil Rights Movement, the challenge to Apartheid, the Sexual Revolution, modern Terrorism, and the Euromaidan.

HIS 11250-001**TOPICS: Ancient Empires****TR 4:00 PM-5:15 PM****Dr. Kelly-Anne Diamond**

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). Major themes include the evaluation of the main sources used to reconstruct these societies and political systems, existing historical problems, and scholarly debates (or controversial material). From the borders of Iran and Afghanistan in the east, to the Levant and Turkey in the north, and to Egypt in the south, we will look at the most up to date political narrative and the latest archaeological and textual discoveries. We will also concentrate on the obstacles posed by various interpretative practices and methodologies. This course will include two quizzes, a midterm and final exam, and a research paper. All primary sources will be read in translation.

Dr. Kelly-Anne Diamond

HIS 1250-100**TOPICS: Ancient Empires****TR 6:00 PM-7:15 PM**

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). Major themes include the evaluation of the main sources used to reconstruct these societies and political systems, existing historical problems, and scholarly debates (or controversial material). From the borders of Iran and Afghanistan in the east, to the Levant and Turkey in the north, and to Egypt in the south, we will look at the most up to date political narrative and the latest archaeological and textual discoveries. We will also concentrate on the obstacles posed by various interpretative practices and methodologies. This course will include two quizzes, a midterm and final exam, and a research paper. All primary sources will be read in translation.

HIS 1903**Internship Elective****TBA***Permission of the Chairperson required.***HIS 2001-001****Investigating US History II****MWF 10:30 -11:20 AM****Father Joseph Ryan**

This course will investigate the history of the United States from 1877 to the present. The goal of the course is to not only to enhance our understanding of United States history, but also to improve our ability to critically analyze evidence and arguments and constantly review, and revise as necessary, our understanding of history. Using primary source documents and scholarly texts, we will investigate the evolution of the nation's social, cultural, and political institutions, with particular emphasis on issues of economics, political ideology, race, class and gender. Throughout the course, we shall also emphasize process, that is, the sources and tools historians use in their discipline. Students will also gain a greater appreciation of historiography by examining some of the major questions which have occupied historians of this time period. As this course is writing enriched, there will be several writing assignments including a research essay based on primary sources. In addition, there will be two tests and a final exam.

Attributes: Writing Enriched

HIS 2181-001

Civil War & Reconstruction

MW 1:30 PM- 2:45 PM

Dr. Judith Giesberg

This course will be a study of the U.S. Civil War and Reconstruction. The course will be divided into three chronological periods. For the first three weeks, we will consider events leading up to the Civil War. Then, we will examine the war years themselves, including events on the battlefield and on the home front. In the final three weeks of the class, we will consider the period of Reconstruction and how the war is remembered today.

Attributes: Diversity requirement.

HIS 2265-100

American Military History

MW 6:00 PM- 7:15 PM

Dr. Joseph Casino

War and American society from colonial times to 1900 is the subject of this course. Beginning with the first confrontations between European settlers and Native Americans, we will investigate the special circumstances under which the peculiar American way of war evolved out of this frontier experience. The important position the American colonies played in the great wars for empire, and the performance of American soldiers in those conflicts, will be examined. A realistic understanding of the War for American Independence, and its relationship to European precedent as well as to the character of American colonial social structure, will be one of our major goals. The development of our first national military institutions and practices, amidst continuing frontier wars with Native Americans and border confrontations with our Canadian and Mexican neighbors, will be discussed. Of major significance will be an analysis of the greatest single military conflict in American history, the Civil War. The absorption and implementation of the lessons of that war will be the subject of the period leading up to America's first major overseas military excursion against the declining colonial empire of Spain in 1898. Our study will conclude with an evaluation of the situation of the American army and navy poised on the threshold of the 20th century. A mix of readings, lectures, and discussions will enhance our understanding and appreciation of the American military experience. Of particular interest in our scholarly efforts will be the attempt to assess the unique qualities of American society and its war history, while at the same time recognizing the universal aspects of the war experience. The story of the common soldier and sailor, regardless of gender or race, will be featured. At times, examples of military equipment from the period 1756-1900 will be brought to class to enable you to better understand the hands-on aspect of military activity and development.

HIS 2292-001
MWF 10:30 AM- 11:20
Dr. Lawrence Little

African American History Since Emancipation

This course examines recent and seminal historiography on the development and experiences of the African American community since emancipation. Students will analyze and evaluate major historical questions on the origins, evolution, and institutionalization of African American community and culture. Synthesizing both primary and secondary sources, students will evaluate the effectiveness of the black political, social, and economic ideologies and institutions in the struggle to end apartheid and attain full citizenship.
Attributes: Africana Studies Minor/Diversity

HIS 2296-001
MWF 12:30 PM-1:20 PM
Dr. Catherine Kerrison

History of American Women

“Are women people?” poet Alice Duer Miller asked in 1917. You may be surprised at the answer to this seemingly self-evident question! This class is designed to explore the ways in which the concept of ‘woman’ has been understood, defined, and contested in American history. In particular, the course will look at the links between women’s status at law and the different expressions of that status at home, in the work place, and in the polity. Beginning with a look at Indian culture before European settlement, the course will treat topics such as Indian gender relations, deputy husbands, coverture, republican motherhood, separate spheres, reform movements, suffrage, ERA, women in the work force, civil rights, constructions of masculinity, and the backlash against feminism, examining each in the context of how women’s and men’s lives were shaped, and by whom. Throughout, the course will examine the experiences of black women, enslaved and free. While the course will touch broadly upon main themes through secondary sources, primary source selections will provide an opportunity to probe individual women’s experiences in more depth, as we explore the different facets –at law and in society- of Miller’s question. Students may elect to interview three generations of women to explore these themes further for their final paper.

Attributes: Diversity, Writing Enriched

HIS 2298-001
TR 2:30-3:45 PM
Dr. Eugene McCarraher

TOP: America 1960s

This course will cover “the long 1960s,” extending from the eruption of civil rights activism in the mid-1950s to the economic and political crises of the mid-1970s. Topics covered will include the “Great Society” as an extension of “corporate liberalism” and the New Deal tradition; U. S. foreign and military policy, exemplified in the Vietnam War, as an effort to contain revolutionary movements in the post-colonial world; the transformation of suburban domesticity and the “sexual

revolution”; the metamorphosis of consumer culture; the beginning of a shift from manufacturing to finance as the dynamic center of American capitalism; the emergence of a “new left” comprised of movements for racial equality, peace, feminism, gay and lesbian rights, and ecological sensitivity; the simultaneous rise of a “new right” that both encompassed opposition to unsettling social and cultural changes, and augured the conservative ascendancy of our own time.

Attributes: Cultural Studies

HIS 2998-002

TOPIC: History American Drama

MWF 12:30 PM-1:20 PM

Dr. Raymond Saraceni

Memory and the harboring of memory – gathering and remembering – are for Martin Heidegger processes at the very heart both of human being and of history as a discipline. In the United States, a nation founded at its birth upon two contrary impulses – revolution and cultural integrity on the one hand, cultural and political norms clearly derived from European (particularly British) precedents on the other – historical memory has always inspired ambivalence. This course proposes to consider the ways in which dramatic literature and the theatre as an institution in American life offered audiences spaces for reflecting upon and representing the national past, or for understanding the American present relative to a particular representation / depiction of that past. Rather than move in a strictly chronological or narrative fashion, various texts would serve as point of entry into a particular cultural / political moment in America – a moment complete with its own obsessions and needs. As a surrogate “America” makes one of its first, decisive dramaturgical appearances in Shakespeare’s *The Tempest*, this is where the course will begin – with a play that itself interrogates memory relative to a fanciful historical past articulated on the edge of the civilized world, juxtaposed with a hopeful-yet-fraught future. The play will be considered relative to contemporaneous notions of a “New World”, as well as those peculiar “circulations of Renaissance energy” explored by Stephen Greenblatt. Two often-overlooked nineteenth-century American melodramas – *Superstition* and *Metamora* – will invite students to think about how depictions of the Salem Witch Trials and the Massachusetts Indian Wars of the 1600s served to clarify regional identity and thinking about the place of Native Americans in the new republic (significantly, the former play is often regarded by theatre historians as one of the last instances of an American dramatist turning self-consciously to a British dramaturgical precedent, the latter as one of the first truly “American” plays. The course will thus help to clarify the ways in which aesthetic and political continuity gave place to dramaturgical and cultural change, while a later glance at the Salem Witch Trials through the lens of Miller’s *Crucible* would encourage further consideration of the ways in which a particular cultural or political moment sees different sorts of features in a past historical moment, and would thus allow for fruitful comparison with the earlier *Superstition*. O’Neill’s *Hairy Ape* would be considered relative to its nostalgia for a pre-industrial (or even Prelapsarian) past in the wake of the First World War, while *The Emperor Jones* and August Wilson’s *Joe Turner’s Come and Gone* each explicitly deploy the past and a refusal to engage with that past as ways of thinking about and representing race in the wake of slavery, emancipation, and Jim Crow. Finally, Sam Shepard’s *Buried Child* will

serve as a kind of postscript – representative of both the peril and the desperate need for memory in the wake of World War II and the immanent end of the “American Century”. There will be an oral midterm and a written final, with short answer and essay questions. There will be two papers (7-10 pages each), which will require the student to a) more fully explore one of the topics we cover in class discussions, and b) to choose from a list of additional plays or series of plays in order to explore more fully the ways in which a particular dramatist (American or not) engages with the American past (O’Neill’s *Mourning Becomes Electra*, Wilson’s history cycle considered as a whole, Miranda’s *Hamilton*, Lori-Parks *Topdog/Underdog*, Hare’s *Stuff Happens*, Dunlap’s *André*, Rodger’s and Hammerstein’s *Oklahoma!*) as well as to explore what this might suggest about the obsessions and interests of the cultural moment when the plays themselves are created or revived – what aspect or sense of the past did the play’s creator(s) seek to remember, conserve, challenge or perpetuate ... and why?

Attributes: Cultural Studies, Fine Arts

HIS 3095-001

TOP: Sex & Gender Ancient World

TR 2:30 PM-3:45 PM

Kelly-Anne Diamond

This course will concentrate on the social constructions of gender in the ancient Near East, beginning ca. 3200 BCE. These disciplines (Egyptology and Assyriology) are often descriptive rather than explanatory and analytical, but this course will attempt to explore explanations for change in gendered constructions (legal position, religion, marriage, etc.). We will also investigate how gender research outside these fields appears to have influenced the reinterpretations of some women who have been seen in a negative light. Topics such as the connection between the emergence of agriculture and the rise of patriarchy and the Egyptian concept of *maat* as an oppressive force resulting in the regeneration of hegemonic masculinity will be discussed. Students will also debate the evidence for the existence of an early Mother-Goddess cult, and consider its usefulness from the modern feminist perspective. Conceptions of heterosexuality and homosexuality as marginalizing forces in the ancient world will also be considered, along with the process of female rebirth through the merging with the male god Osiris. Classes will be organized in a seminar style with emphasis placed on student participation. There will be several short writing assignments, a midterm exam and a final term paper. All ancient sources will be read in translation.

Attributes: Diversity 2

HIS 3171-001
MW 1:30 PM- 2:45 PM
Dr. Paul Steege

Europe Since 1945

What is Europe? A decade and a half into the twenty-first century, Europe seems an uncertain concept. The British have voted to leave the European Union even as tens of thousands of refugees risk their lives to reach it. Eastern Ukraine remains a smoldering war zone and terrorism has re-emerged as a source of social and cultural anxiety. At the same time, Paris, Berlin, and other European cities remain vibrant cultural hubs, global trendsetters and energizing places to work and live. How did Europe get to this present so full of contradictions? After the Second World War, the continent found itself literally in ruins. As its inhabitants attempted to rebuild their societies, they also raised questions about their own place in Europe and the world.

This course will explore the diverse answers Europeans formulated to these questions. It is not designed to provide even coverage of all events or all regions of the continent but rather to wrestle with the multilayered meanings of European history, particularly as they relate to the European culture since World War II. From the Iron Curtain to the Green Party, the Volkswagen to Nutella, the Champions League to French New Wave cinema, students in this course will explore intersections between politics, culture, and society in order to dig into what ties Europe together as well as what tears it apart. The course will include a midterm and final exam as well as flexible options for students to investigate aspects of European culture they find particularly interesting.

HIS3200-001
TR 2:30-3:45 PM
Dr. Rebecca Winer

Medieval Britain and Ireland

This course explores The British Isles and Celtic world from around 400 to 1200 A.D. Through tackling historical questions and close-reading primary sources we will analyze the role of the Church, the achievements of extraordinary kings, brehon lawyers, chroniclers, saints, poets and women in these societies. We will strive to bring the everyday lives and enduring ideals of these medieval people to life. By contrasting the rise of centralized monarchy in England to enduring smaller kingships in Ireland and comparing legal systems; we will gain an appreciation of the institutional achievements of these different cultures. Focusing on the spiritual debt owed by the English to the Irish, as well as the disintegration of relations with the arrival of the Normans after their conquest of England in 1066, we will strive for a nuanced overall understanding of the differences between the peoples of this region.

Attributes: Irish Studies

HIS 4090-001
TR 1:00 PM-2:15 PM
Dr. Hibba Abugidieri

Women in the Middle East

This course offers an introduction to the study of Middle Eastern and North African (ME/NA) Muslim women in the modern period. We will take a cursory glance at various topics, starting with Islamic tradition and law in the early centuries of Islam as a historical basis, then move into issues of modern history – including European imperialism, nationalism and decolonization, “the veil,” the modern nation-state, modern Islamic law and women’s resistance – in order to examine the social ideas about, and varied roles of, women in modern ME/NA societies. In studying these topics, the goal of this course is to investigate whether or not there is a disparity between how Muslim women have historically been understood in discourses of “the East” and “the West” and what *actual* roles and positions ME/NA women have historically assumed in their societies. Equally central to our investigation is the question of power, especially as it relates to constructions of gender in Middle Eastern cultures and particularly as we attempt to understand how non-western societies conceptualize gender relations similarly or differently than the more familiar cultures of western societies. Knowledge of ME/NA history is a plus but not required.

HIS 4365 -001
TR 11:30-12:45
Dr. Elizabeth Kolsky

Modern India and Pakistan

This course explores the modern history of India and Pakistan, two major countries in the region called South Asia or the Indian subcontinent. Beginning with the end of the Mughal Empire, we examine the rise and fall of British colonialism, the growth of anti-colonial nationalism, the birth of independent India and Pakistan in 1947, and their intertwined histories to the present day. The course pays close attention to how history informs and shapes contemporary politics, economics, and culture in the region today.

HIS 4395-001
MWF 9:30-10:20 AM
Dr. Seok Lee

TOP: Asia-Korean Civ and Culture

This gateway course surveys the history of Korea from early times to the present. We will study the establishment of various sociopolitical orders and their characteristics alongside major cultural developments. Covered topics include: state formation and dissolution; the role of ideology and how it changes; religious beliefs and values; agriculture, commerce, and industry; changing family relations; responses to Western imperialism; and Korea’s increasing presence in the modern world as well as its future prospects. In particular, this class will focus on the colonial period (1910-1945) in order to understand the impact of the Japanese colonialism on modern Korea. Students will also be introduced to various interpretive approaches in the historiography. No prior knowledge of Korea or Korean language is presumed.

HIS 4415-001

Revolutionary Latin America

MW 3:00 PM-4:15 PM

Dr. Cristina Soriano

This course examines the major revolutionary movements in Latin American developing in throughout the 20th century. It will look into social and political movements such as the Mexican Revolution, the Cuban Revolution, Bolivia Revolution, Nicaraguan Sandinismo, Chile's Socialist Movement, and the "Bolivarian Revolution" in Venezuela. The course will make special emphasis on the political, social, economic and cultural forces that compelled different social groups in different regions of Latin America to rebel against the government, and to challenge the political and economic systems, social categories and cultural control of the social and political elites. We will pay attention to the causes that led people to mobilize, the different strategies used for mobilization and the declared objectives of the distinct revolutionary programs. This course will also offer an interesting opportunity to study and compare the different ways that Latin American Modern States responded to social mobilizations and revolutionary movements, and to closely analyze the role of the United States of America in the configuration of these responses and their support to structures of power in Latin America.

HIS 5001-001

Junior Research Seminar: TOP: Great War in Europe

MW 3:00 PM- 4:15 PM

Dr. Jeffrey Johnson

Research Seminar – Open only to History Majors (A&S Research Requirement)

Topic and goals: This junior-level research seminar, which is restricted to History majors, is intended to provide students with an introduction to historical research methods, interpretive analysis and writing, on the basis of an in-depth study of a particular topic in the historical literature. Our topic will be the origins, development, and aftermath of Europe's "Great War," the First World War of 1914-1918, whose turning point, 1917, we will commemorate next year. The Great War cost Europe about 10 million lives and trillions in costs, destroyed four empires, and created several new countries – in short, transformed the world. From its outbreak to the present, this war has raised hotly contended historical questions in a variety of areas: diplomatic, political, military, social (including class, race, and gender), scientific, technological, and economic. We will examine and compare the experience of the Great War and its revolutionary impact, on both winning and losing sides, utilizing both primary documents (published and unpublished correspondence, memoirs, official publications, etc.) and secondary sources (chiefly recent historical and historiographical essays as well as book-length monographs). After completing this course, students should be well prepared to begin work on a senior thesis.

Organization: The course will be divided into four parts, each associated with a specific set of historical questions and exercises in historical research and writing: 1) Why was the war fought?

(issues of imperialist and militarist ambitions, domestic politics, and the failure of diplomacy – the classic problem of “war guilt”). 2) How was it fought, and by whom? (strategy, tactics, and the horrors of trench warfare & immensely destructive weapons; perspectives on participants from political leaders and generals to private soldiers). 3) How was the war sustained? (the problem of the “Home Fronts” and the efforts tending toward “total mobilization”; rationing and shortages; role of women as nurses, factory workers, etc.; resistance by some intellectuals, pacifists, and revolutionaries vs. pro-war propaganda by others). 4) How was it ended? (revolutions, armistice, and peacemaking, including efforts at postwar disarmament and arms control by inspections vs. covert rearmament)

Written work and research exercises: Work in the seminar will entail a series of exercises and essays of increasing length and complexity, in order to develop research and analytical skills:

1) a short essay (3 pages) on the critical interpretation of primary documents (from a published collection on the outbreak of the war); 2) midterm and final examination essays analyzing and critiquing the arguments and methodologies of secondary-source readings from each half of the course (see next page for the required books; there will also be some articles posted on the course website); 3) a medium-length essay (4-6 pages) comparing book-length memoirs on wartime experiences (by a German soldier on the Western Front and an American nurse working for the French on the other side of the same front); 4) a longer seminar paper (about 10 pages) based in part on research in unpublished primary sources, and developed in connection with a series of three exercises before the submission of the final draft ([1] selection of a topic and preparation of a preliminary bibliography, with the assistance of a library workshop during the first half of the course; [2] an archival research workshop midway in the course, using selected primary documents of the Peace Collection at the Swarthmore College library; [3] writing an ungraded rough draft during the second half of the course, to be presented and discussed in class before completing the final version of the paper). The instructor will provide and discuss in class detailed guidelines for all of these exercises.

Attributes: A & S Research Requirement

HIS 5501 -001

MW 3:00-4:15pm

Dr. Catherine Kerrison

Seminar in Historical Methodology

This course has several goals, the most tangible (and obvious) of which is the production of a major (20-25 pages) research paper in history. But that’s just the short-term goal. This course is also designed for your future: to have you think seriously about what it means to be an historian; to develop your own philosophy of history; to experience the excitement of discovery in the primary sources; to hone your skills as researcher, thinker, and writer; to realize the deep satisfaction of both the solitary and collaborative aspects of the discipline; and to emerge with the confidence of knowing that you have successfully pursued the credentials of a practitioner in the

field. In sum, this course aims for nothing less than to affirm your professional identity as an historian. This is a writing intensive course. In addition to the final 20-25 page paper on the topic of *your* choice, each student will keep a weekly journal and research log (questions/prompts to be supplied by the instructor); prepare an annotated bibliography; and write a final 3-page essay, reflecting upon the research process.