

Department of History
Graduate History and Liberal Studies
Course Descriptions
Spring 2012

Distribution Fields for the **Pre-FA'08** students marked **BOLD** and **highlighted**.

Concentrations for the *Post-FA'08* students marked in *ITALICS* and *underlined*

HIS 8002-001	<u>Top: History Practicum</u>	Dr. Janofsky
CRN 31806		M 5:20-7:20 pm
American	<u>United States</u>	

The public history practicum provides experience in applied research for historic sites. This semester we will be working with Eastern State Penitentiary Historic Site, which opened in 1829. Eastern State provides graduate students an excellent opportunity to experience the world of public history while working closely with the site to identify problems or questions in interpretation. Our research will directly benefit Eastern State through enhancements to its interpretative program. The practicum will include training in historic interpretation and observation of interpretation at our partner site. Students will be required to complete assigned readings on the history of Eastern State, the struggles within the preservation movement, and examine the ethics of institutional management. The time spent on the practicum should be at least the equivalent of any other course or internship (internships require 8 hours of work per week). Students must have a somewhat flexible schedule. Time will be spent in the classroom, at local archives, and on site to observe Eastern "in action" and meet with penitentiary staff. After we observe the site, we will identify holes or gaps in interpretation. We will then collectively draft a research plan and assign pieces of that plan to the class. Students will spend the remainder of the semester working together to complete the research plan by visiting local archives and utilizing the historic resources available at Eastern. Research will then be presented (by the class), to the staff of Eastern State who will

then decide the best means to incorporate the data into their interpretive programming.

HIS 8026-001 American Civil War Studies W 5:20-7:20 pm Dr. Giesberg
CRN 31807

American

United States; Race & Ethnicity

The South seceded for states' rights, Union soldiers fought for emancipation, and Lincoln died a martyr -- what else is there to be said about the Civil War? Everything! Despite commonly held assumptions such as these, little about what we think we "knew" about the Civil War has stood the test of time, the scrutiny of modern scholarship, and the revelations that can be found in considering new sources and deploying new methodologies. Indeed, scholarship on the U.S. Civil War is more lively and fresh today than it has ever been, having received new energy from scholars interested social and political history, the history of gender, and comparative slave societies. In this course, students will explore this scholarship in a course organized around a series of historiographical questions, including "Why War," "Why fight," "Who freed the slaves," "Regular v. irregular warfare" and "How to remember?"

Required readings may include: Daniel Sutherland, *Savage Conflict*; Stephanie McCurry, *Confederate Reckoning*; Eric Foner, *This Fiery Trial*; Gary Gallagher, *Union War*; Elizabeth Brown Pryor, *Reading the Man*; and David Blight, *Race and Reunion*.

HIS 8208-001 Medieval Europe R 7:30-9:30 pm Dr. Winer
CRN 31808

(Europe)

(Europe; Religion)

In this course we will seek to set the record straight about the Middle Ages. Stereotypes concerning medieval Europe rank it very negatively as a point in Western history: a recurring name (even in textbooks) for the time period is the

“Dark Ages” and common phrases that embody that negative image include “going medieval” on someone (behaving insanely violently) or referring to (a corrupt) developing country as in the “feudal age.” For professional medieval historians many myths about “feudalism” were debunked almost a generation ago. Furthermore, social historians of Western Europe do not see a major break in the standard of living with the “Fall” of Rome (lack of centralization in the Western Provinces) but instead around the 1250 AD—when basic urban and rural institutions and inventions (mayors, aldermen, horse-drawn plows, wind and water mills etc.) were in place. The consensus is that this overall situation did not change appreciably until after the agricultural and industrial revolutions of the 1700s. The Western European High Middle Ages, between c.1000 and 1350 AD, was an age of the castle, chivalry, and the knight and a major theme of the course is to assess historians’ explanations of political and social systems involving kings, great barons/ nobles and knights. We will also focus on medieval piety, sanctity, heresy and the status of religious minorities in medieval society. We will explore the rise of the medieval university, medieval medicine and natural science as well as their effects on notions about the status and nature of men and women and gender norms. Finally, we will enter the household and be introduced to medieval women and their families.

Required Books and On-line Readings include:

- Bouchard, *Strong of Body, Brave and Noble: Chivalry and society in medieval France*
- Hanawalt, *The Ties that Bound*
- Little, *Religious Poverty and the Profit Economy in Medieval Europe*
- Rosenwein, *A Short History of the Middle Ages*, Second Edition 3
- Rosenwein and Little, *Debating the Middle Ages: Issues and Readings*
- Siraisi, *Medieval and Early Renaissance Medicine*
- Excerpted primary sources and articles posted on-line through Blackboard/

Web C. T.

Grading Basis

Position Pieces/Short Written Assignments 10%

Class Participation 10%

Research Paper 80 %

HIS 8211-001

Reformation and Reaction

Dr. McLaughlin

CRN 31809

R 5:20-7:20 pm

European

Europe; Intellectual History; Religion

During the Sixteenth Century Western Europe experienced a maelstrom of religious reform, social unrest and institutional restructuring. The primary focus of the course will be on the specifically religious and theological aspects of the various reform movements. But since these societies did not clearly separate church and state, or society and religion, the social economic and political causes and impact of the various Reformations will also be examined. Figures and movements to be investigated include Erasmus, Luther, Calvin, the Radicals, the English Reformation, and the Catholic Reformation/Counter-Reformation.

The course will be conducted as a seminar with a close examination of primary sources in English translation and a review of pertinent secondary literature. Previous knowledge of the era is not required. Students will be expected to contribute to discussion. Students will have the choice of writing either an historiographical essay or a research paper. There will be a midterm take-home essay. Some of the works that will be read are:

John Dillenberger (ed.) *Martin Luther: Selections from His Writings*

John P. Dolan (ed.) *Essential Erasmus*

James M. Estes, (ed.) *Whether Secular Government Has the Right to Wield the Sword in Matters of Faith.*

H. J. Schroeder (ed.), *The Canons and Decrees of the Council of Trent*

HIS 8235-001

British Society 1689-1815 W 7:30-9:30 pm

CRN 31810

Dr. Bailey

(Europe)

(Atlantic World; Empire; Europe; State and Society)

The long eighteenth century was a transformative period in British history. The Glorious Revolution of 1688 paved the way for relative domestic stability. War and

imperial expansion helped animate an increasingly vibrant economy at home, creating new markets for English manufacturers and bringing back a wide range of new products that stimulated consumption. Increasing wealth, population growth, urban development, and social mobility led to the expansion of the public sphere and popular politics, as well as attempts by authorities to maintain control. In this course, we will consider these various themes: people, politics, the state, nationalism, war, religion, empire, and economy. By the end the course, students will be familiar with the key factors that shaped British society in the period. Assessments will include: in-class presentations, short papers, and a longer paper (15-20 pages).

Provisional Reading List:

Berg, Maxine, *Luxury and Pleasure in Eighteenth-Century Britain*

Brewer, John, *The Sinews of Power: War, Money and the English State, 1688-1783*

Colley, Linda, *Britons Forging the Nation*

Dickinson, HT (ed.), *A Companion to Eighteenth-Century Britain*

Hancock, David, *Citizens of the World*

Marshall, PJ, *The Making and Unmaking of Empires*

O’Gorman, Frank, *The Long Eighteenth Century: British Social and Political History 1688-1832*

HIS 8281-001 Russia & USSR in Twentieth Century T 5:20-7:20 pm

CRN 31811 Dr. Hartnett

Europe

Europe; Industrial Societies; Revolution; State and Society

While almost all of Russian history has been tumultuous, no other century in Russian history was as turbulent as the last. In less than one hundred years, Russia and the Soviet Union evolved from a traditional autocracy with a struggling economy and military, to an experiment in Socialism, to a world superpower, and finally to a fledgling “democracy” in the throes of economic, political, and nationalistic turmoil. This course explores these revolutionary struggles. We will

evaluate the comparative roles of ideology, economic and military necessity, and the force of individual political figures. The course pays particular attention to the issue of the Soviet people and society and explores the viability of theories that espouse the people's agency. We will analyze the credibility of the totalitarian model of the Soviet Union and evaluate the role that ideology has played in the historiography of the Soviet period. Through secondary sources, the course explores the political leadership, the force of ideology, the state apparatus, the economy, and the impact that the Soviet experiment had on its people.

Course requirements include a short review of two of the assigned books and a fifteen to twenty page historiographical essay.

Readings include:

Fitzpatrick, *The Russian Revolution*

Raleigh, *Experiencing Russia's Civil War*

Suny and Martin, *A State of Nations*

Fitzpatrick and Slezkine, *In the Shadow of Revolution*

Wood, *The Baba and the Comrade*

Viola, *Peasant Rebels under Stalin*

Getty and Manning, *Stalinist Terror: New Perspectives I*

Zubok and Pleshakov, *Inside the Kremlin's Cold War*

Malia, *The Soviet Tragedy*

HIS 8402-001

Top: East Asia/the World: A Transnational History

CRN 31812

R 5:20-7:20 pm

Dr. Sanders

(Non-West)

Asia; Empire

This course takes an in-depth look at new directions in East Asian and World History. Our focus will be on comparative and transnational histories in this exciting field of study. By "transnational" I mean the types of cross-cultural connections and transactions that shaped lives and institutions within the East Asian region and beyond.

Brooke Larson, *Cochabamba, 1550-1900: Colonialism and Agrarian Transformation in Bolivia*.

Stuart Schwartz, *Sugar Plantations in the Formation of Brazilian Society, Bahia, 1550-1835*.

Laura Lewis, *Hall of Mirrors, Power, Witchcraft, and Caste in Colonial Mexico*.

HIS 8436-001 Women/Gender in the Middle East T 7:30-9:30 pm

CRN 31814 Dr. Abugideiri

Non-Western *Africana; Asia; Empire; Race and Ethnicity; Religion; Women and Gender*

Making the critical distinction between learning history versus doing history, the primary objective of this course is to explore the variegated ways that history gets done within Middle East gender and women's studies. Understanding that the fields of gender and women's studies were radically impacted by the publishing of Edward Said's *Orientalism* (as well as Joan W. Scott's *Gender and the Politics of History*), we will focus on the ways that historians have written their narratives of these women since the 1990s, and in the process, try to understand their experiences as women. To this end, we will pay close attention to Islamic tradition and law – as both a prescriptive and practiced tradition – as a historical foundation upon which we will explore the salient issues of modern history. These issues include European imperialism, nationalism and decolonization, women's resistance, "the veil," the modern nation-state, citizenship and personal status laws, all of which have complicated the "status" of these women.

HIS 8802-001 Seminar in American Historiography T 7:30-9:30 pm

CRN 31815 Dr. Paul Rosier

American, Historiography *Intellectual History; Public History; United States*

This semester we will discuss some of the "classic" American history texts to further our understanding of the evolving methods and practices of American historians, the social and ideological contexts within which historians write, and the

consequences for interpretations of particular events and eras of American history. In exploring the history of American historical writing, we will contend with issues such as the impact of theory on practice, the why as well as the how of writing history, the politics of methodology, and the epistemological problems of archival-based research. In addition to reading great books and having lively discussions about them, seminar participants will write two outside book reviews and a 20-25 page historiographical essay.

HIS 9002-001 Seminar Historical Research T 5:20-7:20 pm
CRN 31816 Dr. Keita

A continuation of History 8800-001 (Fall 2011), Race and Writing of History, this course is open only to those students who completed that course. This semester will be devoted to the construction of historical arguments that acknowledge race as a powerful conceptual force. Students will focus centrally on primary sources, and then on secondary analyses to produce essays on race and the writing of history.

His 9006-001 Internship in Public History Dr. McLaughlin
CRN 31817 Arranged
Public History Public History

Internships provide graduate students with experience in public history settings, including historic sites, museums, and archives. Interns work an average of eight hours a week to earn three hours of credit; they also keep a journal of their work experiences and write a research paper on a topic agreed upon by the intern, the internship site supervisor, and a faculty adviser. Graduate students are responsible for seeking their own internship placements and faculty advisers. In the past, internships have been arranged at the National Archives – Mid Atlantic Region, Valley Forge National Historical Park, the Franklin Institute, the University of Pennsylvania Museum, and the Germantown Historical Society, among others.

assemblage that Egyptologists can reconstruct history. Students will be required to complete 2 quizzes, a midterm exam, a final exam and write a research paper.

LST 7301:	<u>Women in America</u>	T 5:20-7:20 pm
CRN		Dr. Kauffman
<u>American Studies</u>	American	<u>United States; Women and Gender</u>

The course will explore the evolving participation of women in American culture from the colonial period to the late twentieth century. We will begin with a discussion of the impact of English settlement on Anglo, Native-American, and African-American women and how the conditions of their lives changed with the coming of the Revolution and the creation of the early republic. We will examine scholarly interpretations of the “Cult of Domesticity” and assess how the expectations of that ideology differed for women of various regional, racial, and ethnic groups, such as those on the western frontier, the enslaved, and plantation mistresses. Female involvement in suffrage and other social reform movements will be reviewed in addition to immigrant work culture in the late nineteenth century. A comparison of the elements of Victorian sexuality with the new morality of the early twentieth century will be discussed. Finally, we will assess how political, legal, economic, and social challenges for women changed within the crises of the Great Depression, two world wars, and what issues spurred the activism and feminism of the 1960s and 1970s.

Grading will be based on class participation; weekly written commentaries on the assigned readings; a 15-page paper; and a final exam.