

**Department of History**  
**Graduate History Course Descriptions**  
**Spring 2020**

**HIS 8062-001**  
**M 5:20-7:20 p.m.**  
**Dr. Marc Gallicchio**

**American Foreign Relations Since 1914**

This is an introduction to the history of recent United States foreign relations. The term "foreign relations" is used here to describe the interaction between two governments, what is known traditionally as diplomatic history, but it also includes the interaction of non-governmental groups and individuals. The central narrative of the course is organized around the main political and military events of the twentieth century, the two World Wars, the Cold War and America's wars in Iraq and Afghanistan, but we will also be looking at how Americans in and out of government attempted to influence other peoples and shape their societies over an extended period. At a time when Americans are debating the country's proper role in the world and rethinking basic assumptions about economic and military policies it seems especially important to understand how Americans have addressed these issues in the past.

**HIS 8202-001**  
**M 7:30-9:30 p.m.**  
**Dr. Paul Steege**

**20<sup>th</sup> Century Berlin**

Paris's place as iconic "capital" of the nineteenth century rested on the revolutionary achievements of modern industrial capitalism. Berlin's claim to a parallel twentieth century status reflects the pathologies, or perhaps better the ambiguous underside of that nineteenth-century story. In Berlin the fragmentary nature of this modernity emerges in stark relief. Fought over by revolutionaries in the teens and twenties, reduced to rubble after World War II, and physically divided during much of the Cold War, Berlin lends itself to an exploration of points of fracture, the points at which violence becomes most visible in the midst of people's everyday lives. Rather than considering fragmentation as an outcome of Berlin's twentieth century, this course investigates Berlin's shattering experiences as exemplary of the violence inherent to modern life.

This seminar will read intensively in the primary sources of and secondary literature on 20<sup>th</sup>-century Berlin. It will explore works of art, fiction, and film to explore the diverse components of this city's dynamic culture. Written work will include several book reviews and a final paper or project to be shaped in consultation with the professor.

**HIS 8402-001**  
**T 5:20-7:20 p.m.**  
**Dr. Andrew Liu**

**Topics in World History**

This seminar aims to introduce important topics related to economic history, or what has more recently been called the "history of capitalism," to non-specialist students. My aim is to help demystify and make sense of technical debates over economic performance, industrialization, labor history, and economic thought. The course begins by examining some classic debates from mid-twentieth century that established the terms for future generations of historians, especially the categories of "production" versus "circulation." From there, we will look at some recent examples

in the field of the history of capitalism, including the (in)famous debate on the character of U.S. slavery, as well as other monographs chosen in accordance with feedback from students who wish to pursue particular periods and places.

**HIS 8436-001**

**Women and Gender in the Middle East**

**R 5:20-7:20 p.m.**

**Dr. Hibba Abugideiri**

The course starts with the presupposition that history writing is a momentary act of interpreting; historical narratives therefore are not simply about how people and events are interpreted; narratives are in and of themselves historical, or rather historiographical, moments worthy of analysis since they allow us to uncover how history writing is inextricably tied to the positionality of the author and the state of the field. 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 since the 1990s, and in the process, try to understand the experiences of women and men in the region. To this end, we will pay close attention to Islamic tradition and law – as both a prescriptive and practiced tradition – as a historical foundation from which we then move to the modern period. Here we will examine the salient issues of modern history, including 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 women in the region.

**HIS 8454-001**

**Empire and Decolonization**

**R 7:30-9:30 p.m.**

**Dr. Elizabeth Kolsky**

This course takes a global interdisciplinary approach to the study of European and American empires in Asia, Africa, and the Americas from 1492 to the present. We will use a variety of methods (historical, anthropological, literary) and media (visual, textual, film) to assist us in our investigation of the twin themes of empire and decolonization. The course is organized thematically within a loosely constructed chronological framework. Issues of central concern include: the means, motives and ideologies of European expansion; the political, economic, and cultural impact of empire; competing representations and perspectives on the colonial encounter; the relationship between capitalism and colonialism; ideas about "others" as expressed in terms of race, class and gender; the forging of anti-colonial nationalism and consciousness; the enduring effects of empire and the complex ways in which colonial legacies continue to shape our world today.

**HIS 8703-001**

**Public History Practicum**

**W 5:20-7:20 p.m.**

**Historians and Preservation**

**Dr. Whitney Martinko**

This practicum will work to bridge the all-too-common divide between historians and preservationists. Students will work individually and in teams to research and write context statements for the Preservation Alliance for Greater Philadelphia. A context statement is not a history of a single building or site; it is a broader history of place that is written to explain the social, political, economic, and cultural context needed to understand how the built environment developed and how we should evaluate the significance of historic structures today. Context statements center on a particular theme and are particularly important

tools for preserving historic structures associated with historically marginalized groups whose tangible pasts are underrepresented in preservation initiatives. In this class, students will work with the professor and the PAGP to define the topic(s) of the semester's context report(s); these might include themes such as the histories of immigrant communities, disability, civil rights and protest, public housing, or post-industrial tourism in Philadelphia. For an example of a context statement, see the Los Angeles Conservancy's [LGBT Historic Context Statement](#).

In this class, each student will complete three main assignments: 1. a section of a larger context report, 2. a blog post about a single site associated with this context, 3. a component of a public presentation of this research. This course will help students develop writing and speaking skills, research skills in primary and secondary sources, and work experience on a public-facing project. This course also will examine how historians write in different genres for public audiences, work as freelance writers and consultants, and serve as community activists. Students will have the opportunity to work with preservation professionals and publication editors over the course of the semester, and ideally they will leave class with a blog post ready to pitch to [Hidden City Philadelphia](#).

This course will engage with scholarship in the fields of urban history, public history, local history, and the historiographies of the chosen context. There are no pre-requisites for this course, and students do not have to concentrate in public history to take this course.

Concentrations: Public History, United States History

**HIS 8802-001                      Classic and Contemporary Readings in African-American History**  
**T 7:30-9:30 p.m.**  
**Dr. Shannen Williams**

This graduate readings course surveys the social, political, economic, and cultural experiences of African-descended people in the United States from the earliest days of the transatlantic slave trade and Europe's colonization of North America through the twentieth century. Particular attention will be paid the development and evolution of the field of African-American history, especially its fiercely contested journey from the margins to the center of intellectual discourse. Using race, class, gender, sexuality, and religion as essential categories of analysis, students will also engage major historiographical issues and debates in, as well as between, African-American and United States history. This course is designed to help students master a body of literature that will enable them to teach a survey course in African-American history and provide the foundation for a rich reading list for comprehensive examinations in United States and African-American history. Students will also further develop skills of critical reading, summary, and interpretation.

**HIS 9006-001    Graduate Internship in Public History**  
**TBA**  
**Dr. Whitney Martinko**

Students may arrange internships at area public history sites to gain practical experience in public history workplaces, develop applied research and interpretative skills, and apply their skills as historians to contemporary situations and problems. Students are expected to work at least 8 hours per week at the internship site and complete a 12-15-page research paper, approved by both their internship advisor and their faculty advisor. Full guidelines for proposing an internship, applying for approval, and completing the course for credit are outlined in the Graduate Student Handbook.

*Graduate students may take this course only once. Permission of graduate program director required.*

**HIS 9012-001**  
**TBA**  
**Dr. Lynne Hartnett**

**Directed Readings in History**

An independent study and reports on selected topics.  
*Permission of the instructor and approval of the graduate program director are required.*

**HIS 9042-001**  
**TBA**  
**Dr. Lynne Hartnett**

**Internship in Teaching of History**

An option for graduate students, normally in their second year of studies, to gain teaching experience under graduate faculty supervision. Graduate students might lead discussions of assigned readings, present a few lectures to undergraduate classes, hold remedial or supplementary tutorials, or assist in devising and evaluating quizzes, examinations, and paper assignments. The internship is designed to assist graduate students in gaining teaching and classroom experience. Internships are by faculty invitation only, but students may express an interest; consult the graduate or departmental chairperson.  
*Permission of the graduate director required.*