HIS 8003-001  
**American Women and Gender History**

W 5:20 – 7:20 pm  
Dr. Catherine Kerrison

“To ignore women is not simply to ignore a significant subgroup within the social structure,” Carroll Smith-Rosenberg has observed. “It is to misunderstand and distort the entire organization of that society.” This course is designed to deepen our understanding of her insight. The readings will encompass the chronological scope of United States history from native American women’s experiences of European contact to the present. We shall begin with theoretical considerations of doing women’s history before proceeding to the historical narratives. Throughout our course we shall be attentive to the array of influences and their interconnections that shape women’s experience and consciousness and behavior. We shall examine the relationships between WHAT we know and HOW we know, including the values that we and other scholars bring to a question.

Pairs of students will be responsible for leading class discussions of the readings. By means of the common reading, students will lay a foundation for their greater understanding of, and ability to apply and to teach, the significance of gender in American society. A book review or lesson plan, a short primary source analysis (informed by class readings), and a final 10-12-page historiographic essay are also required. Students will present their historiographic essays in class. Our readings will include:

- Theda Perdue, *Cherokee women: Gender and Cultural Change 1700-1835* (University of Nebraska, 1999)

HIS 8026-001  
**U.S. Civil War**

T 5:20 – 7:20 pm  
Dr. Judith Giesberg

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?”

HIS 8204-001  
Society and Culture in Late Antiquity  
M 7:30 – 9:30 pm  
Dr. Christopher Haas

Ever since the publication in 1776 of the first volume of Edward Gibbon's monumental *Decline and Fall of the Roman Empire*, the end of Classical Antiquity has captured the imagination of modern historians. Indeed, it may be argued that identifying the cause for the fall of the Roman Empire and the dawn of the Middle Ages has constituted the great historiographical question which has taxed the skills of outstanding European thinkers, from St. Augustine to Henri Pirenne and Peter Brown. Since there is still very little consensus as to the precise cause for the end of Antiquity, it is not surprising that the various explanations proffered illustrate the full gamut of historical interpretation: economic, military, climatic, religious, medical, social, moral, and racial -- among others. Some historians dispute the very notion of a "fall" of Rome, opting instead for models of transformation and continuity. Yet others question the centrality of this historiographical issue, since the traditional narrative betrays a triumphalistic, western European focus. Consequently, the end of the Roman empire can serve as a finely-cut prism, refracting a broad spectrum of basic questions regarding historical methodology and interpretation.

Besides examining many of these explanatory theories, this course will look carefully at the surviving ancient source material (both written and archaeological) so that students may come to appreciate the late antique period (3rd - 7th centuries) on its own terms, and may draw their own conclusions regarding the end of western history's most influential empire.

We will be covering a great deal of territory in a short amount of time. I realize that I cannot assume much, if any, prior knowledge of the period of Late Antiquity. Consequently, we will spend a significant portion of the course in a chronological progression through Late Antiquity, and we will be reading as many ancient sources as possible. We also will take up a number of themes which will fill out our understanding of late antique society. Again, we will concentrate on the ancient sources, but we will draw on recent scholarly work on these various themes.

Course requirements will include a series of short reaction papers on many of our readings. These reaction papers will also facilitate class discussion. In addition, you will write longer reviews over two books: a late antique literary source of your choosing, and a modern monograph which will treat a more narrow topic of interest to you. Finally, you will prepare an annotated bibliography on a topic of your choosing by the end of the course. This topic may be a person, an event, a theme, a place, or a historiographical problem.
The Spring 2016 practicum will be based at Har Hasetim, the Gladwyne Jewish Memorial Cemetery in Lower Merion (http://gladwynejewishcemetery.org). Now surrounded on all sides by private properties, this site witnessed the interment of a large, but unknown number of Jewish immigrants between 1890 and 1945. The site was then abandoned and has been threatened by plans for commercial and residential developments. In 2011, the Friends of the Gladwyne Jewish Memorial Cemetery organized to preserve the historical and natural environment of the site. In 2014, this group commissioned an innovative master plan to revitalize the site by opening up trails, creating “contemplative spaces”, and communicating the rich history of the cemetery to a broader public.

Students in this course will help the Friends of GJMC meet their objectives by examining and interpreting the history of the site. Student research will focus on the contested ownership and physical development of the property, and on reconstructing the lives of the people of Har Hasetim. Situating Har Hasetim within existing scholarship on cemeteries and urban space, as well as placing individual lives within the larger contexts of Jewish immigration and community formation in Philadelphia during the late nineteenth and early twentieth centuries, will be additional research priorities.

In regards to course outcomes, students will use their research to develop tours and other public outreach programs that the Friends of GJMC could implement in the future, and will present their findings during a public event at Har Hasetim at the end of the semester.

This seminar aims to introduce important topics related to the history of global capitalism — particularly through the subfields of economic and social history — 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. Sample topics include: the categories and methods of economic history; the English industrial revolution and the Great Divergence between Europe and Asia; the historiography of proletarian, slave, and peasant labor; the intellectual foundations of political economy, dating back to Smith and Marx; and various schools for conceptualizing capitalism, including Marx, Smith, Brenner, Wallerstein, North, et al. No background is necessary.

This is a graduate seminar intended to introduce students to several major themes and approaches in European historiography, focusing mainly but not exclusively on modern Europe. We will read and discuss some classic works of European historical writing as well as more recent innovative works that are currently shaping the discipline. General participation will be worth 10-20% of the total grade, depending upon the number of formal in-class presentations. The course is also intended to help students develop their critical writing skills through two shorter
review papers (5 pp. each [15% each, 30% of the total grade] at least one of which will be the basis of a brief in-class presentation [10% each, 10-20% of the total grade]) and one longer historiographical essay (c. 20 pp.), first drafts of which will be presented in class [10%] and critiqued by the seminar as a whole to assist the authors in improving their final drafts [30%].

Requirements: Students who began the MA program in fall 2015 are required to take HIS 8850 Theory and Methods.

Concentrations: Europe, Intellectual History, Historiography

Book list (preliminary list [10/1/15], roughly in order of use in the course):


