

History

Nina E. Lerman, <i>Chair</i>	
Julie A. Charlip	Elyse Semerdjian
John Cotts	(on Sabbatical, Spring 2008)
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(on Sabbatical, Fall 2007)	(on Sabbatical, Fall 2007)
Kenneth Jones	Jacqueline Woodfork
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History is the most comprehensive of the liberal arts, embracing, potentially at least, whatever women and men have done or endured. The study of history develops your understanding of the human condition through the ages.

A student who enters Whitman without any prior college-level preparation in history will have to complete 36 credits to fulfill the requirements for the history major. Courses completed in the history major apply to the social science and when indicated, alternative voices (selected courses) distribution areas.

The History major: A minimum of 36 credits in history, including History 201, History 401, a “comparisons and encounters” course at the 200 or 300 level; and a 400-level seminar. No more than six credits at the 100 level will count toward the major. The department offers courses in seven geographical areas: Africa, Ancient Mediterranean, Asia, Europe, Islamic World, Latin America, and the United States. The major program must be planned by the student and adviser to include at least one course at the 200 or 300 level in each of three of these areas, at least one course at any level treating a period before 1500CE, and two related courses at the 200 or 300 level within one geographic field. A minimum grade of C (2.0) is required in History 201. No more than eight credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s University, the Washington and Philadelphia Urban semesters) and transfer credit may be used to satisfy history major requirements. In the final semester of the senior year, all history majors must pass a senior assessment consisting of a written book exam, a written field exam, and a comparative oral examination.

Note: Courses taken P-D-F prior to the dec-

laration of a history major will satisfy course and credit requirements for the major. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major after the major has been declared.

The History minor: A minimum of 19 credits in history from at least two geographical areas; 16 of these credits must be chosen from among courses above the 100 level. History 201 and 401 are recommended but not required. No more than four credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s University, the Washington and Urban semesters) and transfer credit may be used to satisfy history minor requirements.

Advanced Placement: Advanced placement credit for the College Board Advanced Placement Tests in history is granted as follows: students with a grade of 5 on the American History Test will be considered to have completed the equivalent of History 105 and 106 and receive six history credits. Students with a grade of 5 on the European History Test will be considered to have completed the equivalent of History 183 and receive three credits in history. Students with a grade of 5 on the AP World History Test will be granted three credits, but they will not be considered the equivalent of any course. A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in the advanced placement credit.

All three- and four-credit history courses are scheduled to meet the equivalent of three periods per week.

105 Development of the United States (1607-1877)

3, x

Lerman

The purpose of this class is to study the development of American society from the beginning of the colonial period through the Civil War and Reconstruction. While the course will follow the chronological development and changes in American society, it will also consider in some depth the major institutions, ideas, and social movements that gave shape to the nation through the use of both primary and interpretive readings. Some of the topics which will be covered are Puritanism, mercantilism and capitalism, revolutionary era, federalism, the two party system, nationalism and sectionalism, slavery, manifest destiny, the Civil War, and Reconstruction.

106 Development of the United States (1877-present)

3; not offered 2007-08

The purpose of this class is to study the development of American society from the end of Reconstruction to the present. Emphasis will be placed on the institutions, ideas, and movements which have shaped modern American society. Using both primary and secondary material, the course will not only discuss the chronological development and changes in American society, but will also discuss such topics as industrialization, urbanization, consumption, and popular culture, rise of mass society and mass politics, America as a world power, civil rights and women's movements, Vietnam and Watergate.

109 East Asian History to 1600

3; not offered 2007-08

This course provides an opportunity to study the development of Chinese, Japanese, and Korean civilizations from the earliest times to 1600. It is designed primarily for first-year students and sophomores with no background in East Asian history. Distribution area: alternative voices.

110 East Asian History 1600 to the Present

3; not offered in 2007-08

This course provides the opportunity to study Chinese, Japanese, Korean, and Southeast Asian civilizations from the beginning of the modern era to the present. It is designed primarily for freshmen and sophomores with little or no background in East Asian history. It is desirable that the student first have completed History 109, but not a necessity. Distribution area: alternative voices.

112 Modern Africa

x, 3

Woodfork

This course will survey the history of Africa in its modern period. We will study the advent and establishment of European imperial systems on the continent, the impacts of colonial rule and how Africans responded to it, and complicate our ideas about complicity and resistance. In the move towards independence, we will look at the impact of the World Wars and the role of "nationalist movements." For independent Africa, we will examine issues of nation building, development, and social issues. Distribution area: alternative voices.

127 Islamic Civilization I: The Early and Medieval Islamic World

3, x

Semerdjian

This course will examine the rise of Islam as a religion and as a political and cultural system, from the time of Muhammad (sixth century) to the early Ottomans (fifteenth century). Attention will be given to Islamic dynasties and states from Central Asia to Spain, and to the spread of Islamic religion and culture to South Asia and Africa. Themes will include the interaction of nomad and sedentary societies,

dissenting groups and minorities, relations between Muslims and Europeans, slavery and social organization, and developments in science and literature. The format will include lecture and discussion. Readings will include primary and secondary sources. Written work will include several response papers, a final exam, and participation in an e-mail class discussion list. Distribution area: alternative voices.

128 Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat

x, 3

Staff

This course will examine the history of the Islamic World from the fifteenth century to the present. Attention will be given to the rise and spread of the Ottoman state, the Safavid dynasty and formation of Iran, European interactions with Islamic countries from Southeast Asia to West Africa, nineteenth-century imperialism and reforms, and the emergence of nation states in the twentieth century. Themes will include the paradigm of decline, Orientalism, fundamentalism and political Islam, the idea of the caliphate, secularism and nationalism, minorities and women, and developments in art and literature. The format will include lectures and discussions. Primary and secondary sources, film and slides will be used. There will be several response papers, a final exam, and an e-mail class discussion list. Distribution area: alternative voices.

180 Cities and Empires: An Introduction to the Ancient World

3; not offered 2007-08

This course provides an introduction to ancient societies of the Near East and Mediterranean. Looking first to the development of early civilizations in Mesopotamia and Egypt, the class examines the formation of urban centers and the evolution of empires as the late Bronze Age world emerged to form an interconnected world of trade, diplomacy, and cultural exchange. With the mysterious collapse of this world, new societies came to the fore, allowing for the creation of the vast empire of the Persians and the emergence of Greek civilization. The course focuses on questions of continuity and change, as well as contact and influence, as this new configuration of eastern Mediterranean cultures developed and was ultimately dominated by the successors of Alexander the Great. Finally, the class looks to the western Mediterranean, exploring the development of Rome as it was shaped by the cultures it conquered. The course requires short analytical papers, exams, and historical analysis of primary sources.

181 Europe Transformed: From Rome to the Renaissance

3, x

Cotts

This course examines the creation of "Europe" starting with Rome's slow disintegration in the third century and ending with the formation of a new medieval synthesis by the middle of the fourteenth century. It explores continuing tensions between local

and central interests in religion, politics, and culture, including the development of feudal social and political structures, the transformation of free peasants into serfs, the growth of church authority, and the rapid expansion of towns and trade. Medieval people reacted to these changes in many ways, including widening the scope of intellectual exploration, reassessing social status, and engaging in warfare and in the Crusades. The course requires short analytical papers, exams, and historical analysis of primary sources.

182 Expansion and Enlightenment: The Rise of Modern Europe
3; not offered 2007-08

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the fourteenth century, was torn by the Reformation and war in the sixteenth century, secularized by the rise of the modern state, and challenged by the eighteenth-century Enlightenment. Topics discussed include the beginnings of European economic and political expansion, the development of modern diplomacy and the state system, and the foundations of modern western society. The course emphasizes reading and a variety of historical analysis; assignments include short papers and exams.

183 Revolution and the Impact of Mass Culture: Modern Europe

3, x

Staff

The French Revolution introduced concepts of liberty and equality that helped shape much of the nineteenth and twentieth centuries as people struggled to achieve them—or to reject them. This course studies Europe from 1789 to the end of the Cold War and the fall of Communism in 1991, exploring the increasing importance of “the people” in shaping modern European politics, culture, and society. Industrialization and socialism rested on the working people; new cities and mass popular culture on the expansion of literacy and population. The growth of capitalism and the spread of nationalism contributed to European imperialism and the overwhelming destruction that characterized World War I, Nazism, and World War II. The course emphasizes reading and historical analysis of primary sources including literature and popular culture without neglecting ideologies and politics. Assignments include short papers and exams.

188 Modern Latin America
3, x

Charlip

Latin America often exists in the North American popular imagination as a series of colorful stereotypes—suave Latin lovers, peasants sleeping under sombreros, wild-eyed revolutionaries in banana republics. This class will replace those myths with a view of the Latin Americans as people, not stereotypes. We will look at shared social, political, and economic problems while also appreciating the diversity of the region by examining the specific cases of various nations. The class, which covers the nineteenth and twentieth cen-

turies, beginning with independence from Spain, will be conducted by lecture and discussion. Distribution area: alternative voices.

201 Historical Methodologies

3, 3

Fall: Charlip; Spring: Lerman

An introduction to the methods, techniques, and concepts used by historians. The main emphasis will be on methods of historical research and analysis, including specific problems confronting historians in dealing with evidence, interpretation, and theory in differing chronological and geographic settings. Reading assignments, discussion, and a major research paper using primary sources are required. Required of the history major. Prior completion of at least one course at or above the 200 level strongly recommended. *Prerequisite:* consent of instructor.

202 European Intellectual History, 386-1300
4; not offered 2007-08

During the nine centuries that passed between Augustine's conversion experience and Dante's vision of heaven, western thought was cut loose from its classical moorings and branched out in directions the ancients could not have anticipated. New institutional settings passed in and out of prominence—the monasteries, the towns, the cathedral schools, the universities—and intellectuals drew on a divergent range of traditions. Rejecting the notion of a single “medieval Mind” this course will look at the diversity of intellectual production in Europe from late antiquity to the High Middle Ages, exploring not only “high culture” (philosophy, theology, court poetry) but also the development of vernacular and oral traditions, and general issues such as the growth of literacy and the foundation of universities. We will focus on close reading of primary sources, including writings by Augustine, Abelard and Heloise, Hildegard of Bingen, Thomas Aquinas and Dante, as well as vernacular romance and fables. There is no prerequisite, but students will be encouraged to draw on their knowledge of other periods in the western intellectual tradition, which they have gained from the Antiquity and Modernity program.

207 European Intellectual History, 1300-1650: The Age of Humanism and Reform

x, 4

Cotts

This course traces the development of European thought and culture from the time of Dante to the beginnings of the Scientific Revolution. We will explore not only such high cultural elements as philosophy and science but also the development of popular literature, the impact of print, and the reception of religious ideas by ordinary Europeans. Among the topics to be considered are the Italian and northern “renaissances,” the development of Reformation thought, the use of vernacular languages, and the theory and practice of science. Thinkers to be studied include Christine de Pisan, Thomas More, Niccolò Machiavelli, Martin Luther, Michel de Montaigne and René Descartes.

210 Topics in African History

4, 4 **Staff**
A course which examines special topics in African history. Distribution area: social science or alternative voices.

215 Special Topics in Ancient History

2-4, 2-4
A course which examines special topics in the history of the ancient Mediterranean world. Distribution Area: social sciences. Some topics may also fulfill alternative voices.

218 Africa to 1885

4, x **Woodfork**
This course will study the history of Africa to 1885. The course will demonstrate that Africa was not a hermetically sealed continent before contact with Europe; to the contrary it was a part of a worldwide trade system and exchange of goods, knowledge, and cultures. Changes in Africa have come as much from internal as external stimuli, although the later produced more grave consequences for the continent. We will study the events and trends on the continent paying special attention to the ways in which Africa has been represented in the international arena as well as the sources of recreating African history. Distribution area: alternative voices.

223 Topics in Middle East History

2-4
A course which examines special topics in Middle East history. Distribution area: alternative voices.

226 The Ancient Near East: Age of Empires

4, x **Jones**
This course examines the system of kingdoms and empires that evolved in the late Bronze Age world of the Near East and Eastern Mediterranean. Giving particular attention to the dynamics of trade, diplomacy, conflict and cultural interaction between New Kingdom Egypt, the Hittite Empire, Mesopotamia, and the Aegean, the class will seek to determine what led to the dramatic collapse of this world, then assess the reconfiguration of the Ancient Near East and the new empires that emerged in light of this catastrophic episode. Throughout the course, students will be introduced to the archaeological discoveries so critical to our reconstruction of societies and events.

237 The Making of England: From Roman Britain to the Wars of the Roses

4; not offered 2007-08
This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the fifteenth century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a pre-capitalist economy, the growth of English law, and medieval origins of the modern nation state. We will also consider the development of Christianity from the earliest missions through the

English reformation, patterns of migration and population, the impact of the Black Death, and the formation of English traditions in literature and the arts.

241 Early Japanese History

x, 4 **Dott**
This class will trace the important socio-economic, political and cultural developments in Japan from prehistory up to 1600. We will also examine evolving gender roles, the development of various schools of Buddhism, and their interactions with indigenous Shint religion. We will discuss a variety of sources to become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. Offered in alternate years. Distribution area: alternative voices.

247 Early Chinese History

4; not offered 2007-08
This course examines the history of China from ancient times up to 1600. We will explore Chinese society, culture and religion through a variety of sources and media. The course is structured to move away from the traditional historiography which focused predominantly on emperors and dynasties. While these political aspects of Chinese history will still be addressed, we will also look at groups and individuals outside of the central power structure, and at longer socio-economic trends which transcended dynastic changes. Offered in alternate years. Distribution area: alternative voices.

248 Topics in Asian History

2-4
A course which examines topics in Asian history. Distribution area: alternative voices.

250 Colonies to Nation: North America, 1600-1800

4; not offered 2007-08
This course will explore Britain's North American colonies, the decision of some of the settlers to seek independent national status, and the nature of the new Republic they created. An extended exploration of late colonial culture and society, British interactions with Native Americans and other European neighbors, and the economic and labor systems of the colonies will provide background for discussion of the American Revolution and early developments in U.S. government. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion.

259 Special Topics in U.S. History

2-4
A course which examines special topics in U.S. history.

259 ST: The Social History of Stuff: Power, Technology, and Meaning in the U.S. from the Cotton Gin to the Internet

x, 4

Lerman

The U.S. is known as a nation of consumers, of people who fill their lives with lots of “stuff,” and who rely on an extensive technological infrastructure in creating what they think of as a normal lifestyle. But the particular material configurations we aggregate under terms like “stuff” and “infrastructure” have particular uses, users, costs, origins, and histories; they carry particular meanings and embed particular human relationships. Thinking critically about things demands thinking simultaneously about their social and cultural context, and about the ways people make (and constrain) choices about the material dimensions of their experience. Through a series of case studies, this course will explore the relations and techniques of production and consumption; the ways material goods and social categories like gender, race, and class are intertwined both materially and symbolically; changing ideas about disposability, convenience, waste, work, and energy. Distribution area: alternative voices.

261 America in Vietnam

4, x

Schmitz

This course will trace the path of American involvement in Vietnam from the World War II era down to the fall of Saigon in 1975 and its aftermath. American policy will be examined in the context of the United States’ overall post-1945 foreign policy, looking specifically at how the United States responded to the decolonizing Third World and the perceived danger of communist expansion and control in Southeast Asia. Attention will be given to the various pressures and influences on American policy makers as well as differing interpretations of the United States’ action. In addition to studying American policymaking, this course will investigate the impact of the war on American politics and society. Teaching materials will include both primary and secondary readings along with films.

262 Environmental History of the United States

4; not offered 2007-08

This course will focus on the land and the ways Americans (primarily but not exclusively European-Americans) have interacted with it from the colonial era through the twentieth century. Themes to be explored include attitudes toward natural resources from trees to minerals; the environmental impacts of settlement, industrialization, urban growth, mining, agriculture, and water use; the emergence of scientific and public health professions dealing with environmental issues; the role of legal, political, and social structures in environmental issues; and movements to preserve “natural” environments or curtail the exploitation of natural resources. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

268 History of American Immigration and Ethnic Minorities

x, 4

Lerman

Concentrating on the nineteenth and twentieth centuries, this course will provide a comparative examination of the questions of race and ethnicity in American history. The semester will begin with the so-called “Century of Immigration” from Europe, taking note of the varied experiences of different ethnic and religious groups, and the paradigm of assimilation that surrounds the scholarship of that experience. The class will critically examine the assumptions of assimilation and seek an understanding of different groups’ historical experiences, European and non-European, on their own terms. Particular emphasis will be given here to studying the experiences of African Americans, Asian Americans, and Latinos. The course will conclude by investigating current questions and issues confronting the United States involving race and ethnicity against the historical comparisons developed during the semester. *Prerequisites:* previous course in United States history or consent of the instructor.

272 Islam in African History

4; not offered 2007-08

Shortly after the birth of Islam, in the seventh century A.D., Muslim merchants, armies, and holy men traveled to various African destinations. Over the proceeding centuries, through conversion and conquest, Muslims formed majorities in most parts of North Africa, in parts of sub-Saharan West Africa, and the Swahili coast of East Africa. The point of this course is to examine this massive process of religious conversion. Did patterns of Islamization differ between regions and from East to West Africa? Is there such a thing as an “African Islam”? In other words, to what extent can one say that Islam has been “Africanized”? How did Islam influence the creation and operation of social, political and economic institutions? How did Islam affect the status of African women across diverse cultures? What did being Muslim mean in the context of the trans-Saharan and iron-Atlantic slave trades? These are some of the general questions that we will explore. Distribution area: alternative voices.

274 Heretics and Reformers: Protestant and Catholic Reformations, 1050-1600

4; not offered 2007-08

The familiar Reformations of the sixteenth century were the culmination of an ongoing process of Church reform. This course will place the sixteenth-century Reformation—Lutheran, Catholic, Reformed, and dissident movements—into a wider historical context, both secular and religious. Topics covered will include the Investiture Controversy and the beginnings of the

Western separation of church and state, the ethical renewal of the twelfth century, heresy, reform and gender, the institutional reform of the Church, the attempts to limit papal authority, and the doctrinal reforms of the sixteenth century, as well as the development and interaction of the more familiar Lutheran/Calvinist, Catholic, and dissident Reformations. This course will emphasize reading, writing, and discussion as well as lecture. Coursework includes short analytical papers, exams, and the historical analysis of primary sources.

277 Nineteenth-Century Europe, 1815-1914

x, 4 **Sharp**

The nineteenth century saw massive political, social, and technological change: from monarchies to democracies, from horse to rail to automobile; from a world of much illiteracy to one of daily newspapers and even telephones. Over the course of the century much of what is familiar in the world today was constructed. This course explores events and developments in Europe from the French Revolution to the end of the century, including industrialization, democracy and socialism, religious change and the rise of feminism, the expansion of Europe through imperialism and the rise of racism and rightist nationalism at the end of the century that helped push nations into World War I. We'll explore these developments in terms of their impact at the time and move toward an understanding of what legacy they left for the world today.

278 Twentieth-Century Europe

4; not offered 2007-08

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the "Dark Century" of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we will also look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

279 Special Topics in European History

2-4

A course which examines special topics in European history.

283 Special Topics in Latin American History

2-4

A course which examines special topics in Latin American history. Distribution area: alternative voices.

287 Colonial Latin America

4; not offered 2007-08

The quincentenary of the conquest of the "New World" has focused new interest on Spain and Brazil's actions in what is now Latin America. The focus of this class will be to put the conquest in perspective and to place the indigenous people within this history, not merely as victims, but as actors in a 300-year process of cross-culturation that created a new society, forged in the language, culture, and structures of both the conqueror and conquered. The course will include primary and secondary readings. Distribution area: alternative voices.

290 The History and Sociology of Rock 'n' Roll

x, 4

Schmitz and Farrington

This course will examine the development and significance of the musical genre typically known as "rock 'n' roll," from its origins in the 1940s and 1950s to the present. In order to understand this important phenomenon, the course will explore the rural and urban roots of blues, jazz, and folk music from which much of rock 'n' roll is ultimately derived; the development of the Cold War culture in the post-World War II years; the social and political upheavals of the 1960s; and the cultural and political fragmentation of American society in the past three decades. Particular attention will be paid both to the development of a distinct youth/alternative culture in response to (and supportive of) the development of rock 'n' roll, as well as to the gradual acceptance and integration of various forms of rock music into conventional economic and cultural systems. The course will focus upon the distinctive historical events and trends in the United States that have shaped and been associated with this type of music through the years, and subject these events and trends to theoretical analysis from a variety of sociological perspectives. May be elected as Sociology 290. This class will combine lectures with discussion, and there will be out-of-class listening assignments, as well as papers and exams or quizzes.

297 Building a Nation: The United States, 1800-1890

4; not offered 2007-08

The nineteenth century was a time of great change in the United States. From the successful transfer of power to Thomas Jefferson at the beginning of the century through developing sectionalism, civil war, reconstruction, and the consolidation of nation and empire at the end of the century, Americans wrestled not only with the nature of their government but also with the transformations of expansion, industrial capitalism, urbanization, immigration, race relations, the role of the household, definitions of citizenship, religion and secularism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

300 Gender in Chinese History

x, 4

Dott

In this seminar we will explore Chinese gender

roles in theory and practice over the past millennium, focusing on the Song, late imperial and modern periods (960-present). Our readings will include scholarly monographs and essays, memoirs, biographies, and fictional writings by men and women. Paintings and films, both documentary and feature, will also provide important sources as we examine the changing visual images women and men throughout this period. Assignments include a variety of short writing exercises, presentations and a longer research paper. *Offered* in alternate years. Distribution area: alternative voices.

301 East Asian Popular Religion
4; not offered 2007-08

In this seminar we will examine various East Asian popular religious practices in their religious, political, economic and historical contexts. We will begin with some theoretical works on pilgrimage, sacred space, ritual and introductions to various traditions, including Confucianism, Daoism, Buddhism and Shinto. For most of this course we will discuss both primary and secondary materials about specific East Asian pilgrimages, sacred sites, rituals and myths. We will compare and contrast popular practices both across time and across East Asian space. This course will primarily be discussion based, but will be supplemented with documentary films and occasional lectures. Assignments include a variety of short writing exercises, presentations and a longer research paper. *Offered* in alternate years. Distribution area: alternative voices.

309 Popular Culture in Europe, 1150-1650
x, 4

Cotts

The late medieval and early modern centuries saw profound developments in the cultural experience of non-elites in Europe. The development of vernacular literatures, new technologies and new mediums of communication created new possibilities for cultural expression. This course will consider a diverse range of sources such as letters, diaries, socio-economic data, art, and satires to explore how urban and rural Europeans experienced societal change. Among the topics included will be the distinction between peasantry, bourgeoisie and nobility, the impact of printing, the history of manners, the invention of privacy, the social cohesion provided by community ritual and the impact of elite culture on popular culture. Because this area of history has been the subject of a great deal of historiographical scrutiny in the last fifty years, special attention will be paid to secondary literature in this course.

310 Topics in African History
4

A course which examines special topics in African history. Distribution area: social science or alternative voices.

310A ST: African Culture and History Through Film

x, 4

Woodfork

This course will explore historical topics through films written and directed by Africans. The themes

addressed by these films include the impact of colonial rule, negotiating "traditional" Africa and modernity, cultural issues, and gender issues and relations. Films are the centerpiece of the course and students will also have readings in the areas of history, theory, anthropology, and sociology. A final research paper will be assigned.

310B ST: The Colonial Moment in Africa
x, 4

Woodfork

Africa's history is often defined by colonization, but this was only an episode in the continent's history, albeit a very important one. Colonial systems required the participation of the colonizer and the colonized; the terrain was richly textured and constantly shifting. This course will look at colonization as a process of interactions that occurred between people on many levels – cultural, economic, religious, intellectual, and social. This focus will allow us to see the complexities of the imperial project, from the motivations and methods of the colonizers to the ways that Africans negotiated and affected these systems. Readings in primary and secondary sources, discussion, lecture, papers.

315 Special Topics in Ancient History
2-4, 2-4

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social science. Some topics may also fulfill alternative voices.

315 The Julio-Claudian Emperors: Rome
44 B.C.-A.D. 68

x, 4

Jones

This course will offer an in depth look at the first five Roman Emperors: Augustus, Tiberius, Gaius (Caligula), Claudius and Nero. The primary focus of the class will be to read the two main sources for the period: the historian Tacitus and the biographer Suetonius; though other authors, as well as inscriptions, coins, and images will fill out the picture presented by the two primary authors. In addition to looking at the historical problems of each reign, an overarching concern will be the development of the imperial office over the course of the Julio-Claudian century. We shall also survey the literature of the Augustan and Neronian ages to discover the extent to which it was at the service of the emperor or even at odds with the imperial idea; works to be read in this connection include Virgil, Horace, Ovid, Petronius, Lucan, Martial, Seneca the Younger.

320 Alexander the Great and the Hellenistic Kingdoms

4; not offered 2007-08

By the age of 33, Alexander had conquered an empire that extended over most of the eastern Mediterranean world, but he would not live to rule it. At his death, his empire fractured, re-emerging over twenty years later as the four great kingdoms of the Hellenistic

Age. From the meteoric career of Alexander, through the bitter power struggles of his successors, culminating in the dramatic last stand of Cleopatra, this course will examine the way in which this Graeco-Macedonian expansion reshaped the Mediterranean world even as the conquerors themselves were altered by the very peoples they had subjugated. Particular attention will be paid to the relationship between foreign conqueror and subject culture, the creation of royal dynasties, the development of ruler-worship, and the question of "Hellenization."

322 History of the Palestinian-Israeli Conflict

4, x **Semerdjian**

What are the origins of the conflict between the Palestinians and the Israelis? This course will present several perspectives on the Palestinian-Israeli conflict. It will examine the origins of the conflict in nineteenth-century Zionism, the conditions of the late Ottoman Palestine, and World War I diplomacy. The creation of the state of Israel in 1948 resulted in the first Arab-Israeli War and several other wars followed such as the Suez War (1956), the Six-Day War (1967), and the Yom Kippur War (1973). In addition to these wars, the course will examine the peace process, rising Palestinian resistance to Israeli occupation during the Intifada, and Israeli peace movements. The course will finish with the current status of the conflict. Student assignments will include media analysis of the conflict, document analysis, a final research paper and participation in a peace conference to be held during the final examination period of the course. It is recommended that students take at least one course in Middle Eastern history prior to taking this course. Distribution area: alternative voices.

323 Topics in Middle East History

2-4
A course which examines special topics in Middle East history. Distribution area: alternative voices.

325 Women and Gender in Islamic Societies

4; not offered 2007-08

What rights do women have in Islam? Is there such a thing as gender equality in Islam? This course will examine women's lives in Islamic societies from the seventh century to the present in the Middle East. Topics will include lives of powerful and notable women; women's position in Islamic law; Western images of Muslim women; Muslim women's movements in relation to radical Islam, secularism, nationalism and socialism; recent controversies over veiling. The course contains overarching discussions of sexuality and gender as they related to prescribed gender roles, the role of transgender and same sex couples, and illicit sexuality. The course will also look at the impact of imperialism and Orientalism on our understanding of gender in the Islamic World. The format will be lecture and discussion. Materials for the course will include novels, primary source documents, articles, and films. Distribution area: alternative voices.

326 The Roman Empire

4, x **Jones**

By the middle of the first century A.D., Rome's empire reached from Britain to Egypt. Roman legions guarded the frontiers and Roman roads brought everything, from wild animals to exotic gods, into the largest city the ancient world had ever seen. Even to those who witnessed it, Rome was a marvel, both in terms of its success and its longevity. This course will explore the transformation of this small town on the Tiber, its evolution from city-state and republic to capital of an empire ruled by Caesars. We will give particular attention to Roman methods for uniting under its rule the disparate cultures of the Mediterranean, and assess the impact these subjugated cultures had on the development of Roman society and the empire at large.

327 History of Ancient Greece

x, 4 **Jones**

This course will focus on some of the problems and questions which emerge from a close study of Greek history. How does the Mycenaean period fit into the rest of the Greek experience? Was there a Trojan War? What were the causes and consequences of the intellectual, social, and political revolutions which characterize the Archaic period? How much were the Greeks influenced by the more ancient civilizations of the Near East? In what ways are Athens and Sparta similar? In what ways different? What were the causes and consequences of Athenian imperialism? Why do the Greeks seem to "run out of energy" at the end of the fifth century? How have subsequent cultures been influenced by the Greeks? *Offered* in alternate years.

329 Rights, Revolution, and Empire: France 1789-1815

x, 4 **Sharp**

This course looks at the Revolution of 1789 as a political, social, and cultural experiment in politics and perfection. Beginning with the still-hot argument over causes, we explore the French Revolution from its inception to its expansion throughout Europe and its (former) colonies; we end by exploring the Empire and asking the question whether Napoleon continued the revolution or was the first modern dictator. The French Revolution was a key moment in the development of modern thought on politics and rights. From the discourse of rights that encouraged the early revolutionaries to the attempt to create the perfect citizen under Robespierre – and to guillotine those who betrayed that ideal – French men and women struggled with and for freedom. Understanding those debates and struggles is key to understanding modernity. Reading of primary and secondary texts, papers and discussion required.

333 France since 1789

4; not offered 2007-08

The French Revolution shattered the Europe of monarchies and privilege; neither France nor Europe would ever be the same again. Yet it took until 1945 (at least) for (most of) the ideals of the French Revolution to be achieved in France itself. This course explores

France from the violent birth of its democracy in the French Revolution to its attempts to fully instate a version of that democracy in the post-1945 welfare state. Major themes will be the politics of Republicanism and socialism, the continuing importance of the land and the peasantry, and the ways political struggles played out from Napoleon to Vichy during WWII, to the 1968 student revolts. We'll explore the colonial past of France and the heritage of colonialism for contemporary France. We will also look at ways that culture and politics have intersected and influenced one another throughout modern French history.

**336 Modern Britain
4; not offered 2007-08**

This course considers the breakdown of royal authority under the early Stuarts, the Civil War and Glorious Revolution, the development of religious toleration, and the growth of parliamentary government. The Industrial Revolution, the Victorian era, British imperialism, the welfare state, and the effects of two world wars are also considered. Texts supplemented by paperback readings focus on certain areas in depth. Written work and oral class participation is required. The course is conducted by means of lecture and class discussion. Not recommended for first-year students.

**339 Modern Germany: Imagining a
Nation?**

4; not offered 2007-08

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when "Germany" was a collection of minor states fought over by Prussia and Austria. We'll look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late nineteenth century, through World War I, revolution, and struggles over culture and fascism in the early twentieth century, German people and government often saw themselves as striving to maintain and/or create a powerful nation. The last segment of the course explores both East and West Germany after World War II, as the East turned to Communism and the West surged to the forefront of the European Union during the Cold War. We end with a glance at reunited Germany as it emerged in 1990. *Not recommended* for first-year students.

**341 Russia from Tsarism to Communism and
Beyond**

4; not offered 2007-08

A social, political, and cultural exploration of Russian and Soviet history from the period of the Great Reforms (mid-nineteenth century) through Marxist-Leninist revolution, Soviet Communism, and its fall. The course uses primary documents, literature, and scholarly works to explore Russia's unique his-

tory. Three main themes predominate: power and the relationship between rulers and ruled, especially in revolution; ordinary people's experience; and elite and popular ways of creating meaning and interpreting the world through literature, religion, and ideas. *Not open* to first-year students.

**344 Modern Chinese History
4; not offered 2007-08**

A social, cultural, political and economic history of China from 1600 to the present. While a portion of the course will focus on important political and social changes such as the development of the Manchu Qing empire, the roots of violent clashes with Western powers in the nineteenth century, disintegration of the imperial system, civil war between the Nationalists and the Communists, and mass campaigns under the Communists, we will also examine changing cultural and religious practices. Class meetings will combine lectures, student discussions, audio-visuals and student presentations. Distribution area: alternative voices.

**346 Modern Japanese History
4; not offered 2007-08**

The history of Japan from 1600 to the present with emphasis on the factors which aided the rapid industrialization in the nineteenth century, Japanese imperialism in the first half of the twentieth century, and postwar Japan. Designed primarily as a lecture course, but some time will be set aside for class discussions. No prerequisite but some knowledge of East Asian history and/or history of Western imperialism would be useful. Three short papers, a midterm and a final. Distribution area: alternative voices.

**349 Topics in Asian History
2-4**

A course which examines special topics in Asian history. Distribution area: alternative voices.

**365 Industrialization in the United States
4; not offered 2007-08**

This course will explore technological, economic, social, and cultural dimensions of the industrial transformation of the United States from the primarily agrarian America of the early nineteenth century to the recognizably industrial nation of the early twentieth century. We will examine the choices Americans made about the makings of their material world, and the implications, seen and unseen, of the development of industrial capitalism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion. *Prerequisite:* 200-level United States course or consent of instructor.

**367 The United States in the World
4; not offered 2007-08**

This course, surveying America's relationship to the rest of the world in the late nineteenth and twentieth centuries, will emphasize the ideological assumptions and economic motivations that shaped America's development as a major power. Consideration will also be given to various interpretations of U.S. for-

sign policy from the Spanish American War to Iraq. Class discussions of a variety of readings will form a significant part of the course. *Not recommended* for first-year students.

368 Emergence of Modern America (1893-1945)

4, x **Schmitz**

This course will examine the social, cultural, and political changes accompanying America's revolution into a modern society. Topics will include the Progressive Movement, the development of a corporate economy, the response to the crisis of the Great Depression, how the United States responded to two world wars, and the impact those wars had upon American society, the rise of mass culture and consumerism, changes in work and leisure, questions of race and gender, and the politics and diplomacy of the period.

369 The United States Since the Second World War (1945 to Present)

x, 4 **Schmitz**

Emphasizing the political, economic, diplomatic, and social aspects of American society from 1945 to present, this course will investigate the origins of the Cold War, McCarthyism, the increasing power of the presidency, the United States' response to third world nationalism, the civil rights movement, the women's movement, student revolts, social thought, Vietnam, Watergate, and the rise of the New Right. Biographies, monographs, documents, and films rather than texts are emphasized in an attempt to present a wide variety of historical materials and interpretations. It is anticipated that this course will help students develop the ability to appreciate the historical process. The class will emphasize reading and discussion. *Not recommended* for first-year students.

370 Interrogating Sisterhood: Women and Gender in the United States

4, x **Lerman**

To what degree has the category "womanhood" been a meaningful one in a multicultural nation? In what ways have other kinds of social and geographic boundaries—for example race, class, region, ethnicity, sexuality, etc.—shaped gendered experience, and when? Gender analysis and women's history have raised new historical questions and demanded re-analysis of historical sources. Rewriting the history of people called "women" has led to an interrogation of gender categories and the ongoing construction and reconstruction of masculinities and femininities—and also of other ways of defining difference. This class explores the ways gender difference has worked legally, socially, economically, and culturally in the U.S., and the ways women have chosen to live their lives, from around 1800 to the late twentieth century. Readings include primary and secondary sources; papers and discussion required. Distribution area: alternative voices.

371 African American History

4; not offered 2007-08

From the forced migrations of the Atlantic slave trade, through the negotiations and survival strategies of chattel slavery, to the strategies of living as free citizens in a nation whose commitment to "freedom" has often been racially contingent, the history of Africans and African Americans in North America is central to the history of the United States. This course explores constructions of racial categories and the experience, agency, resistance, and struggles for equality of people identifying themselves as—variously—colored, Negro, black, Afro-American, and African American. We will begin around the time of the protection of slavery in the US Constitution and end with an inquiry into the workings of race in the US after the Civil Rights overhaul of the 1960s. Readings include primary and secondary sources; papers and discussion required. Distribution area: alternative voices.

377 Masculine/Feminine: Gendered Europe

4; not offered 2007-08

This course takes seriously the concept of gender roles/ideas as affecting history and vice versa. We will focus on four key "ruptures" when gender came to the fore in Modern European history. These include: 1780-1820, when politics and the domestic sphere were redefined by the French Revolution and industrialization in England; 1905-1930, when sexual identities became a topic of open contestation and women came fully into the public sphere; the 1950s, when rebuilding after World War II meant trying to rebuild traditional families; and lastly the 1970s and the rise of feminism and gay rights movements. We'll explore how, during each of these periods, political, social and economic events were closely intertwined with gender and with sexuality and sexual orientation. We will use primary and secondary historical texts to hear the voices of the past. Distribution area: social science or alternative voices.

378 Topics in United States History

2-4

A course which examines special topics in United States history.

379 Topics in European History

2-4

A course which examines special topics in European history.

380 Topics in Comparative History

2-4

A course which examines selected topics applied across geographical boundaries or chronological periods.

380 ST: The Black Atlantic

4, x **Woodfork**

Since Africa the 1400s, Africa, the Americas and Europe have been connected by the Atlantic Ocean through trade ("legitimate" and not), migrations (forced

and voluntary), and ideas. The course will begin with Europe's contacts with Africa and the Americas in the 15th century, and moves to the slave trade engendered by this expansion, colonization, the intellectual and artistic production born of these contacts, as well as 20th century issues with immigration and assimilation. Readings in primary and secondary sources, discussion, lecture, papers. Distribution area: alternative voices.

381 History of Central America
4; not offered 2007-08

The six countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama) of Central America have often been considered small, peripheral areas of Latin America. Yet, since the mid-nineteenth century, the region has frequently dominated United States foreign policy, most recently during the wars of the 1970s and '80s. This class will explore the patterns shared by the region as well as each country's national distinctiveness, from Independence to the late twentieth century. Course work will include lectures and discussion, use of primary and secondary documents. Requirements include papers and exams. *Offered* in alternate years.

382 United States-Latin American Relations
x, 4 **Charlip and Schmitz**

From the Monroe Doctrine to the Reagan Doctrine, Latin America has been a significant focus of U.S. foreign policy, for geopolitical and economic reasons. Uneasy Latin American neighbors have at times sought U.S. aid and at others vilified U.S. domination, but they have never been able to ignore the colossus of the north. This class will explore the history of this often conflictive relationship in the nineteenth and twentieth centuries. Course work will include lectures and discussion, use of primary and secondary materials. Requirements include papers and essay exams.

383 Women in Latin America
4; not offered 2007-08

The stereotype of women in Latin America is that they are trapped in a culture of *machismo*, limiting them to the roles of the two Marias—Mary Magdalene and the Virgin Mary. This class will examine the myths and realities of women's lives, looking at economic, political, social and cultural issues. We will also examine the ways that women's roles intersect with issues of class, race, and ethnicity. Course work will include lectures and discussion, use of primary and secondary documents. Requirements include papers and exams. This course will be conducted primarily by discussion. *Offered* in alternate years.

384 Cuba and Nicaragua
4, x **Charlip**

The Cuban and Nicaraguan revolutions are arguably the two most important post-World War II events/processes in Latin America. Cuba's 1959 revolution became a model for the Left in Latin America, a rationale for repression on the Right, and an obsession

for the United States. In 1979, the Sandinistas brought a different kind of revolution to Nicaragua, reflecting domestic realities as well as changes in the international community. Nonetheless, it too was a model for the Left, a rationale for the Right, and an obsession for the United States. Using primary and secondary documents, combining discussions and lectures, this class will focus on the causes and results of the revolutions and explore what they mean for the specific countries, the region, and the U.S. *Offered* in alternate years.

385, 386 Independent Study
1-3, 1-3 **Staff**

Directed study and research in selected areas of history. The problems are designed by the student with the help and consent of an instructor in the department. The problems can grow out of prior course work and reading or may be designed to explore areas not covered in the curriculum. Students are expected to follow the agreed course of study. Problems may be done with any consenting instructor in the department but are coordinated by the chairman. *Prerequisite:* consent of instructor.

387 Topics in Latin American History
2-4

A course which examines special topics in Latin American history. Distribution area: alternative voices.

389 History of Mexico
4; not offered 2007-08

This course explores the panorama of Mexican history, from pre-colonial empire to today's economic development policies. The bulk of the class will focus on the post-colonial period, from 1821 to the present, examining the struggle for nationhood and modernization, war with the U.S., revolution and dependency. The course will use primary and secondary readings, as well as fiction, and will be conducted primarily by discussion.

393 Constructions of Gender in the Middle Ages
4; not offered 2007-08

Medieval religious thought and practice presents us with a string of paradoxes relating to the position of women and the problem of gender difference, for instance: One woman (Eve) was the source of original sin while another (the Virgin Mary) brought the Savior into the world; God could be described a wrathful father or a nurturing mother; the Roman Church was a loving mother to its proponents and the Whore of Babylon to its critics. This course will attempt to sort out these paradoxes and explore the problem of gender by discussing three major issues: the status of women in society and the determination of sex roles; the intellectual production of major female religious figures; and the religious symbolism relating to gender in the Middle Ages. Assigned readings will include primary and secondary sources (at a fairly advanced level), and students will be expected to carry out some

independent research. The course format will center around discussion.

401 Topics in Comparative History

3, x

Woodfork and Schmitz

Limited to and *required* of senior history majors, this course will explore a number of broad themes common to a variety of civilizations, comparing and analyzing these themes as they develop or are played out in chronological and geographical perspective. Examples of such themes include slavery, imperialism, industrialization, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and several short papers will be required. One 75-minute meeting per week.

470 Internship

3, x

Semerdjian

Internships are designed to provide an opportunity for students to gain firsthand experience working as an historian with primary materials in an off-campus organization. Department approval in advance is required. Students accepted in the department's summer historical internship program are required to take this class the following fall.

488 Seminar in African History

4

A seminar in a selected topic of African history.

489 Seminar in Ancient Mediterranean History

4

A seminar in a selected topic in the history of the Ancient Mediterranean. *Prerequisite*: A course in Ancient history above the 100-level or consent of the instructor.

490 Seminar in Asian History

4

A seminar in selected topics of Asian history.

490 Seminar: Eighteenth-Century China

x, 4

Dott

The long 18th century in China (c. 1680-1820) is often seen as a highpoint of Chinese civilization, particularly in comparison to what many see as the incessant decline of the 19th century. The 18th century was a time of economic and military expansion, as well as a period of major cultural change. This period has recently been the focus of many cutting-edge studies in Chinese studies. In the seminar we will explore a variety of issues, including imperial expansion, ethnic identities and tensions, popular religion, demographics, class, and gender. We will critically assess various interpretations of this time period, including the impact of such factors as nationalism and idealization upon historians' interpretations.

492 Seminar in European History

4

Selected fields of European history.

492 Seminar: Renaissance, Reformation and the Problem of Modernity

4, x

Cotts

Between the fourteenth and seventeenth centuries, European society transformed itself through a series of cultural and intellectual developments that have been traditionally referred to as the Renaissance and the Reformation. This course will consider these developments and their role in creating a distinctively modern civilization, and will pose fundamental questions about how history is constructed and rubricated. Among the topics to be discussed are the relation between material conditions and cultural production, the changing institutional framework of religious and intellectual life, as well as the thought of leading figures of the period including Luther, Machiavelli, and Montaigne.

493 Seminar in American History

4

Critical examination of a theme, period, or trend in American history. *Prerequisite*: consent of instructor. The current offering follows.

493 Seminar: Labor Question, Race Question, Woman Question: Work and Citizenship, 1870-1920

4, x

Lerman

By the time of the Civil War, white male workers in the north had successfully claimed a range of benefits from voting rights to the family wage under the banner "free labor" – defining themselves in contrast to both unfree slaves and dependent females. After the war, these links between work and citizenship were complicated by changes ranging from black citizenship to swelling immigration, and from increasing employer control over the industrial worker to new educational and wage work opportunities for women. Late-19th-century Americans – especially white, male, US-born ones – often referred to these new boundary negotiations as "Questions," and usually separate questions. This seminar will examine gender, race, and class boundaries through the lens of ideas about work and citizenship from Reconstruction into the Progressive period, with attention to their intersections and their regional variations. *Prerequisite*: U.S. history course above 100 level or consent of instructor.

494 Seminar in Middle East History

4

A seminar in a selected topic of Middle East history.

495 Seminar in Latin American History

4

A seminar in a selected topic of Latin American history.

495 Testimonio: Voices of the Powerless in Recent Latin American History

x, 4

Charlip

A new form of literature/autobiography emerged in

the 1980s in Latin America, known as testimonio. Most frequently practiced by poor women, testimonio, literally testimony, involves traditionally disempowered people telling the story of their lives and by implication the lives of many people in their countries. The genre was hailed as giving “voice to the voiceless.” The story is usually told to an interviewer, who translates and edits the account, raising questions about the role of the intermediary. These accounts often have highly politicized content and a debate has arisen about their veracity, crystalized by the attack by anthropologist David Stoll on the famous testimony by Guatemalan Nobel peace prize winner Rigoberta Menchu. This class will look at the Stoll-Menchu controversy, examine various testimonios, and consider the ways in which testimonio can be used by historians to understand Latin America. *Prerequisite:* Latin American history course above the 100 level or consent of instructor.

498 Honors Thesis

3, 3

Staff

Designed to further independent research or projects leading to an undergraduate thesis or project report. The thesis may be done under the direction of any consenting instructor in the department, but projects are coordinated by the chairman. *Required of* and limited to senior honors candidates in history. *Prerequisite:* admission to honors candidacy.