

# History

Lynn Sharp, *Chair*

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John Cotts (*on Sabbatical, Spring 2009*)

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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 declaration 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

Staff

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)**

**x, 3**

**Staff**

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, x**

**Dott**

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 2008-09**

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 toward 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 (15th 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 Ararat**

**x, 3**

**Semerdjian**

This course will examine the history of the Islamic World from the 15th 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, 19th century imperialism and reforms, and the emergence of nation states in the 20th 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 2008-09**

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, c. 300-1400**

**x, 3**

**Staff**

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 14th 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, x** **Staff**

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the 14th century, was torn by the Reformation and war in the 16th century, secularized by the rise of the modern state, and challenged by the 18th 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; not offered 2008-09**

The French Revolution introduced concepts of liberty and equality that helped shape much of the 19th and 20th 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 19th and 20th centuries, beginning with independence from Spain, will be conducted by lecture and discussion. Distribution area: alternative voices.

### **201 Historical Methodologies**

**3, 3** **Fall: Coffts; Spring: Schmitz**

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 2008-09**

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**

**4; not offered 2008-09**

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** **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**

A course which examines special topics in the his-

tory of the ancient Mediterranean world. Distribution Area: social sciences. Some topics may also fulfill alternative voices.

**218 Africa to 1885  
4; not offered 2008-09**

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 latter 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.

**223 ST: International Relations of the Middle East**

**4, x** **Semerdjian**

This course will look at the history of the Middle East focusing primarily on the impact of U.S. and British foreign policy on the region. Beginning with the age of imperialism in the 19th century, the course will examine European and American influence through economic and religious institutions. The impact of Protestant missionary schools will be examined as they produced a new breed of Arab intellectual. In the 20th century, the attempts to dismantle the Ottoman Empire led the British to reach out to the Arabs of Arabia in an alliance against the Ottomans. Americans get more involved in the Middle East after World War I and eventually take over the role of the British after World War II. The course will examine the influence of U.S. Cold War policy on the Middle East as it related to American's policies toward Israel, Egypt, Turkey, and the Palestinians. The course will look at the persistence of U.S. containment policy and finish with an examination of the events in Afghanistan and Iraq with the U.S. War on Terror, a "New Cold War." Distribution areas: social science and alternative voices.

**226 The Ancient Near East: Age of Empires  
4; not offered 2008-09**

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, x** **Cotts**

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the 15th century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a precapitalist economy, the growth of English law, and medieval origins of the modern nation state. We also will 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  
4; not offered 2008-09**

This class will trace the important socio-economic, political and cultural developments in Japan from prehistory up to 1600. We also will 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 2008-09**

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 also will 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.

**248 ST: History and Ethnobiology of the Silk Roads**

**x, 2** **Dott and Dobson**

The course will be team taught by Prof. Dott (History) and Prof. Dobson (Biology). It will provide an integrative exploration into the history and ethnobiology of peoples along the different branches of the trading routes across Asia known as the silk roads. Most of the historical inquiry for the course would

focus on why certain goods, animals, products, and technologies were in demand and therefore moved along trade routes. The class will approach these topics in theoretical terms as well as through specific examples. Lectures and readings will provide key information about particular cultures and time periods. Questions which we will discuss include: why were so many peoples interested in silk and why were the Chinese keen on trading it for horses; who acted as traders; how did cultures interact; what impact did the movement of religions have; and what were the interconnections between trade and religion? The final research paper must incorporate both biological and historical analyses. *Corequisite*: enrollment in Biology 172. Distribution areas: social science or alternative voices.

**250 Colonies to Nation: North America, 1600-1800**

**4, x** **Staff**

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.

**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 policymakers 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 2008-09**

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 20th 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**

**4; not offered 2008-09**

Concentrating on the 19th and 20th 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 2008-09**

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, x** **Staff**

The familiar Reformations of the 16th century were the culmination of an ongoing process of Church reform. This course will place the 16th 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 12th century, heresy, reform and gender, the institutional reform of the Church, the attempts to limit papal authority, and the doctrinal reforms of the 16th 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** **4; not offered 2008-09**

The 19th 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, x** **Sharp**

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 also will 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.

#### **283 ST: Religion in Latin America**

**x, 4** **Charlip**

Religion has been a central component of cultural, political, social, and economic life in Latin America since before the Conquest. This class will cover pre-Columbian beliefs and practices, introduction and institutionalization of Catholicism, syncretic religious beliefs, African-based religions (santería, candomblé), the challenge of Liberation Theology, the rise of Evangelical Protestantism, and the treatment of minority religious practices. Distribution area: alternative voices.

#### **287 Colonial Latin America**

**4; not offered 2008-09**

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**

**4; not offered 2008-09**

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. 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**

**x, 4** **Staff**

The 19th 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 4; not offered 2008-09**

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 of 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 2008-09**

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** **Staff**

The late medieval and early modern centuries saw

profound developments in the cultural experience of nonelites 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 50 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.

**315 Special Topics in Ancient History**

**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.

**320 Alexander the Great and the Hellenistic Kingdoms**

**4; not offered 2008-09**

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 more than 20 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**

**x, 4**

**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 19th 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, x**

**Semerdjian**

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 also will 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**

**x, 4**

**Staff**

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**

**4, x**

**Staff**

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**

**4; not offered 2008-09**

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 2008-09**

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 also will look at ways that culture and politics have intersected and influenced one another throughout modern French history.

### **335 Modern European Imperialism**

**4; not offered 2008-09**

By 1900 the small island group of Great Britain ruled over one-fourth of the world's land mass and one-fifth of its people. How and why did Britain and

other European states seize power over much of the world in the 19th and 20th centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the people in the colonized lands? What is the legacy of European imperialism for the contemporary world? Did decolonization create truly independent states? Centering on British and French imperialism, the course seeks to answer these questions through intensive reading of primary and secondary sources. The course begins by studying theories of empire, then looks at how imperialism impacted history via a variety of themes, including geopolitics, capitalism, and expansion; the empire at home; gender and empire, and nationalist and racist visions of the world.

**336 Modern Britain**  
4; not offered 2008-09

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?**  
x, 4 Sharp

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 19th century, through World War I, revolution, and struggles over culture and fascism in the early 20th 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 2008-09

A social, political, and cultural exploration of Russian and Soviet history from the period of the Great Reforms (mid-19th century) through Marxist-Leninist revolution, Soviet Communism, and its fall. The course uses primary documents, literature, and scholarly works to explore Russia's unique history. 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 2008-09

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 19th century, disintegration of the imperial system, civil war between the Nationalists and the Communists, and mass campaigns under the Communists, we also will 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 2008-09

The history of Japan from 1600 to the present with emphasis on the factors which aided the rapid industrialization in the 19th century, Japanese imperialism in the first half of the 20th 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.

**349A ST: Horseriders and Samurai: New Regimes in Early Modern East Asia**  
4, x DoH

In this comparative course, we will examine political, social, economic, and cultural conditions during the period of the establishment of the Manchu Qing Dynasty in China and the Tokugawa Shogunate in Japan in the 17th century. In both regions the elite were initially warriors — the samurai class in Japan and the Manchu ethnic group in China. Both regimes restructured society, placing themselves at the top and restricting social movements at the lower levels to varying degrees. Both areas were thus ruled by military elites, but in Japan they were distinguished by class while in China by ethnicity. Neither group could rule without support from other segments of the society. The Tokugawa shoguns had to make concessions to the merchant class, while the Manchus made them to the majority of the Han ethnic group. In addition to examining differences and convergences in the areas of state institutions and social organization, we will also explore changing gender roles, shifting economic

conditions, as well as the impact (or lack thereof) of these regimes at the local level. Distribution area: social science or alternative voices.

### **349B ST: China in the Modern World**

**x, 4**

**Dott**

In this course we will examine the social, cultural, political, economic and diplomatic history of China from the late 19th century to the present. Topics we will explore include the emergence of Chinese nationalism, the collapse of the imperial system, explorations into republican forms of government, international conflicts, restructuring of social roles, changes in gender expectations, the rise of the communist party, mass campaigns, China's reemergence as an international player, and the thriving of socialism with "Chinese characteristics." While many of these themes will be examined at the national and international level, we will also explore a number of the issues at the local level. Distribution area: social science or alternative voices.

### **365 Industrialization in the United States 4; not offered 2008-09**

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 19th century to the recognizably industrial nation of the early 20th 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 2008-09**

This course, surveying America's relationship to the rest of the world in the late 19th and 20th 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. foreign 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; not offered 2008-09**

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 United States, and the ways women have chosen to live their lives, from around 1800 to the late 20th century. Readings include primary and secondary sources; papers and discussion required. Distribution area: alternative voices.

### **371 African American History 4; not offered 2008-09**

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 U.S. Constitution and end with an inquiry into the workings of race in the United States 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 2008-09**

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.

### **378 ST: The United States and the Wars with Iraq**

**x, 4** **Schmitz**

This course will trace the path and nature of U.S. involvement in the Middle East from World War II down to the present in order to understand the increasing involvement of America in the region and the two wars the United States has fought against Iraq. American policy will be examined in the context of post-1945 U.S. foreign policy and how America responded to the decolonizing Third World, the perceived danger of communist expansion and influence in the Middle East, the strategic and economic importance of the Middle East, and in particular the Persian Gulf, and the United States response to the rule of Saddam Hussein. Attention will be given to the various pressures and influences on American policymakers, the impact of the end of the Cold War on the Gulf War, and the American response to Sept. 11, 2001, and the “war on terrorism”. Distribution area: social science.

### **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.

### **381 History of Central America**

**x, 4**

**Charlip**

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-19th century, the region has frequently dominated U.S. 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 20th 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 4; not offered 2008-09**

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 19th and 20th 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 2008-09**

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 also will 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; not offered 2008-09**

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 United States. 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**

**x, 4**

**Charlip**

This course explores the panorama of Mexican history, from precolonial empire to today's economic development policies. The bulk of the class will focus on the postcolonial period, from 1821 to the present, examining the struggle for nationhood and modernization, war with the United States, 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, x**

**Cotts**

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 as 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**

**Charlip and Sharp**

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**

**Schmitz**

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.

### **488 Seminar: Ideology and Independence: The End of Empire in Africa**

**x, 4**

**Woodfork**

After the Second World War, Africans no longer sought to reform the colonial project, they wanted it to end. At the same time European nations reluctantly lost the will and the financial wherewithal to maintain their African empires. Both groups, for different reasons, looked for a way out of the imperial project. While the metropolises searched for ways to maintain the benefits of empire without the formal structures, African leaders looked to the rebirth of their lands as independent nations. While African independence movements have often been thought of as actions with no supporting bodies of thought, this is far from the truth. This seminar explores how African political leaders strove to liberate and recreate their lands and the ideological bases they developed in response to many challenges including how to accomplish decolonization, the role of African "tradition" in the face of "modernity", the economic structure of the nation, citizenship, international relations, and mitigating the effects of the colonial past.

### **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.

### **492 Seminar in European History**

4

Selected fields of European history.

*Prerequisite:* admission to honors candidacy.

**492 Seminar: The Masses and the Modern:  
1880-1914**

x, 4

**Sharp**

1880-1914 was the Belle Epoque, the beautiful era before World War I when Europeans ruled the world and society was “civilized” and “proper”. Yet this was also the moment when middle class women marched in the streets demanding the vote and working class men and women swelled socialist party numbers. When scientists and politicians deplored the “degeneration” of the individual and society while avant-garde artists drank absinthe and celebrated decadence. Motor cars, airplanes, bicycles, cinema, anarchists, and a celebration of violence all challenged the norms of bourgeois society. This seminar explores the emergence of mass politics and modern culture, and the social and cultural contradictions that characterized European society leading up to World War I.

**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: The 1960s**

4, x

**Schmitz**

The 1960s was the most turbulent period the United States experienced during the 20th century. The decade began with the United States as the leading world power, experiencing unprecedented prosperity, and with the vast majority of the population confident concerning their future and that of their nation. By 1968, however, all of the major institutions of America were being questioned and the nation was, it appeared to many, coming apart. The seminar will examine the values and policies of the United States at the beginning of the decade and the challenges and changes in the areas of civil rights, foreign policy, gender relations, and culture.

**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.

**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.