

Department of History
Graduate Course Descriptions
Spring 2010

Distribution Fields for the **Pre-FA'08** students marked **BOLD**.
Concentrations for the Post-FA'08 students marked in ITALICS

HIS 8002-001 Top: Constitution:Civil Rights & Federalism
CRN 33701 W 7:30-9:30 pm Dr. Little
(American) (*United States, State and Society, Race and Ethnicity,
and Industrial Society*)

This course examines the American Constitution and the development of the federal system and civil rights and liberties from their colonial origins to present day arguments. We will examine issues of states rights and national power along with issues liberalism, conservatism, and judicial review, both restraint and activism. We will concentrate primarily on the constitutional doctrines of federalism with some attention to the practical workings of government. We will also consider how sexism, racism, and elitism influenced the legal definitions and practices of civil rights and liberties in American society.

HIS 8208-001 Medieval Europe M 7:30-9:30 pm Dr. Winer
CRN 33702 **(Europe)** (*Europe, Religion*)

HIS 8208-002 Medieval Europe T 7:30-9:30 pm Dr. Winer
CRN 35695 **(Europe)** (*Europe, Religion*)

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

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

Required Books and On-line Readings:

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

Grading Basis/ Course Requirements

Position Pieces	10%
Class Participation	10%
Research Paper	80 %

Position Pieces 10%

Using *Debating the Middle Ages*, a collection of scholarly essays annotated for non specialists, we will participate in three key conversations currently taking place in the field: “Feudalism and Its Alternatives”, “Gender” and “Religion and Society.” Each student will be required to write 4-5 page position pieces on two debates of their choosing.

Class Participation 10%

We are responsible as a group for making this seminar the most useful and profound learning experience possible. Therefore, each student must thoroughly prepare the readings, generate questions, venture opinions\observations and consciously support the group as we work together through each book and/or topic. During our first few weeks our review of a college textbook each student will be assigned a region to concentrate on and will responsible for that region in class discussion: bringing in a few points of interest, questions, things you need clarified for the group to focus on. During the last two weeks of class each student will deliver a ten-minute presentation explaining his or her research paper topic and preliminary findings.

Research Paper 80 %

Building on our work in class each student will formulate an argument about a medieval text in translation. The final product should be around 15 pages in length (4,500 words). Each student must complete a 200 -word abstract, with an annotated bibliography of at least five secondary sources, from both articles and books. Ms. Seibert will create a special library session for our class demonstrating the relevant search engines, databases and hard copy research tools for Medieval Studies. If requested by individual students she can follow this up with one-on-one sessions once these students have chosen their research topics. Students will lose credit if the ungraded work involved in research project, i.e. abstract and bibliography, are not completed in a timely manner.

HIS 8235 -001
CRN 33703

British Society 1689-1815

M 5:20-7:20 pm

Dr. Bailey

(Europe)

(Atlantic World, Europe)

Britain's rise as a global power in the nineteenth century built upon earlier foundations. The long eighteenth century was a transformative period in British history. The Glorious Revolution of 1688 forged a new balance of power in politics and paved the way for relative domestic stability. Abroad, war and imperial expansion helped animate an increasingly vibrant economy at home, creating new markets for English manufacturers and bringing back a wide range of new products that stimulated consumption and the retail trades, leading contemporaries to describe Britain as both "a nation of shopkeepers" and the "workshop of the world". Increasing wealth brought population growth, urban development, and social mobility, which in turn led to the expansion of the public sphere and popular politics, as well as novel attempts by authorities to maintain control. In this course, we will consider these various themes: people, politics, the state, nationalism, war, religion, empire, and economy. By the end the course, students will be familiar with the key factors that shaped British society in the period and should be able to construct a convincing account of how these factors combined to lay the foundations for Britain's rise as a global power in the nineteenth century. Assessments will include: in-class presentations, short papers, and a longer paper (15-20 pages).

Provisional Reading List:

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

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

Clark, JCD, *English Society 1688-1832*

Colley, Linda, *Britons Forging the Nation*

Gatrell, Vic, *City of Laughter: Sex and Satire in Eighteenth-Century London*

Hancock, David, *Citizens of the World*

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

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

HIS 8262-001

Imperial Russia to 1917

T 5:20-7:20 pm

CRN 33704

Dr. Hartnett

(European)

Empire, Europe, Industrial Societies, Revolution, State and Society

This course will analyze the dramatic transformation of the Russian Empire over the course of the nineteenth and early twentieth centuries, from a powerful absolute monarchy in a predominantly agrarian country into a tottering empire experiencing rapid industrial growth, urbanization, and often violent political challenges. The first weeks will be devoted to an in-depth examination of the serf economy, the nobility that depended upon it, and the autocracy under Nicholas I. We then investigate the ambitious program of social engineering from above known as the Great Reforms (1861-1874) that ended the Old Regime. How much did emancipation change the peasant economy and social relations, and how did the limited reforms of local government, the judicial system, and other areas of Russian life contribute to the emergence of new social relations, cultural forms, and an autonomous public sphere? When we move into the era of the *fin de siècle*, particular attention will be given to urbanization, the monarchy of Nicholas II, and the Revolution of 1905. The course will end with an examination of the prospects for revolution or peaceful evolutionary change on the eve of World War I. Students will write weekly short papers based on the reading, and one short research paper based on western-language primary sources. Class meetings will be devoted to discussion of the assigned readings and short presentations by members of the seminar.

Readings include examples of recent historical scholarship and translated memoirs from the nineteenth century.

Provisional Reading List:

Richard Wortman, *Scenarios of Power* (Princeton UP)

Peter Kolchin, *Unfree Labor: American Slavery and Russian Serfdom* (Harvard University Press)

Eklof et al., *Russia's Great Reforms* (Indiana University Press)

Alexander Engel'gardt's *Letters from the Country, 1872-1887* (Oxford University Press)

Between Tsar and People: Educated Society and the Quest for Public Identity in Late Imperial Russia (Princeton UP)

Christine Worobec, *Peasant Russia* (Northern Illinois)

Abraham Ascher, *A Short History of the 1905 Revolution* (Stanford University Press)

HIS 8274-001 Twentieth Century Europe W 5:20-7:20 pm

CRN 33705 Dr. Steege

Europe

Empire, Europe, Industrial Societies, Revolution

Looking at 20th century Europe, is there any way to formulate a unifying understanding of its history beyond chance temporal boundaries? This century seems in many ways to defy any easy ordering. On the one hand, it has seen two world wars and human slaughter on a scale beyond any historical comparison. Yet, even under the shadow of nuclear weapons, this century also found Europe enjoying an unprecedented period of continuous peace and (relative) prosperity. How can these contrasting visions of destruction and achievement be reconciled?

Part of this problem is wrapped up in the additional dilemma of trying to decipher exactly where we can find "Europe." 1989 and the

collapse of “real existing socialism” supposedly began a process of bringing the countries of the former Soviet bloc *back* into Europe. In the same vein, the *Euro* and an expanding European Union are conceived as steps along a path of expanding European integration. However the ambiguities of these processes suggest that neither of these anticipated visions of (western, democratic) “Europe” have proved quite as compelling as many may have presumed.

Beginning with an examination of European societies on the eve of World War I, this seminar will explore evolving and often contradictory visions of Europe. Some themes will include mass culture, violence, constructions of (national) identities, the East-West divide, and democratization. We will utilize a variety of primary and secondary sources including novels and films. In all cases, we will consciously consider the types of questions that each source can and cannot answer.

Requirements for the seminar are an oral presentation and a research paper to be submitted in two drafts. There is no final examination.

HIS 8425-001 Modern Japan 1850-Present
CRN 33706

Dr. Sanders
R 5:20-7:20 pm

(Non-Western) (Asia, Empire, Industrial Societies, State and Society)

This course examines topics in Japan’s modern history. We will consider both historiographical debates within the field and how Japan’s history fits into the broader framework of the modern world. Students will read approximately one book and one article *or* three to four articles per week. We will also draw upon English language primary sources to enrich our understanding of the themes covered in the course.

These themes include:

- Foreign Threat and Nationalism (Growing pressures in East Asia in the middle of the 19th century; legacy of the Opium War)
- Meiji Restoration (Politics and social impact of Meiji Revolution, 1868)
- Modernization and Westernization (Japan's accommodation with Western cultural practices)
- State-Society Relations (In prewar, wartime and postwar Japan)
- Japan's Rise to World Power Status (How Japan became the only non-Western colonial power by the turn of the 20th century)
- Japan's Empire in East and Southeast Asia (why did peoples of Asia respond enthusiastically— at first— to Japanese colonialism?)
- The Pacific War in Japanese History (War as turning point or as continuation of earlier trends?)
- Allied Occupation of Japan (Its impact on Japanese society and the social history of relations between occupation forces and Japanese citizens)
- Social Problems in Postwar Japan (minorities in Japan, poverty, teenage prostitution)
- Gender and Sexuality (relations between men and women, marriage, work and gender roles)

Texts:

Andrew Gordon, *A Modern History of Japan* (textbook for reference)

Andrew Gordon, ed., *Postwar Japan as History*

John Dower, *Embracing Defeat: Japan in the Wake of World War II*

Takashi Fujitani, *Splendid Monarchy: Power and Pageantry in Modern Japan*

Anne Alison, *Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club*

HIS 8441-001 Africa & the Emergence from Colonialism

CRN 33707 T 7:30-9:30 pm

Dr. Keita

Non-Western

*(Africana, Empire, Intellectual History, Race and Ethnicity,
State and Society)*

The course explores the development of post-Colonial Africa from 1957 through the present, with emphasis on the historical processes of colonization and imperialism. The major theme of the course will be the examination of post-colonial Africa in relation to this historical process in order to understand Africa's current dilemma. Questions will be posed concerning theories of neocolonialism, underdevelopment and dependency. The course will employ political economic history as a methodological approach. The format will be the seminar. The students will be expected to discuss and present ideas based on the emerging premises of the courses major paper.

HIS 8704-001 Top: American Material Culture

CRN 33708 W 5:20-7:20 pm

Dr. Mires

American

Public History, United States

The course will focus on artifacts as sources for understanding past cultures, with emphasis on both academic scholarship and the field of public history. We will discuss the development of material culture studies; methodologies of material culture; relationships between artifactual and textual evidence; artifacts as sources of historians; and the characteristics and controversies of museum exhibits.

The major paper in this course may take the form of primary research or historiographical analysis. Possibilities for projects include artifact analyses; case studies of controversies in material culture; examination of the literature on a time period or topic in material culture; or research on historical monuments. Participants in the seminar will also write one or more exhibit reviews.

Readings will cover a wide range of time periods and topics in American history. The following is a tentative list:

James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life*;

T.H. Breen, *The Market Place of Revolution: How Consumer Politics Shaped American Independence*;

Laurel Ulrich, *The Age of Homespun: Objects and Stories in the Creation of an American Myth*;

Kenneth Ames, *Death in the Dining Room and Other Tales of Victorian Life*;

Kirk Savage, *Standing Soldiers, Kneeling Slaves*;

Colleen McDannell, *Material Christianity: Religion and Popular Culture in American Life*;

Kenneth D. Rose, *One Nation Underground: The Fallout Shelter in American Culture*; and

Jeannie Banks Thomas, *Naked Barbies, Warrior Joes, and Other Forms of Visible Gender*.

HIS 9002-001 Seminar Historical Research
CRN 33709

R 7:30-9:30 pm
Dr. Gallicchio

This is a semester long research seminar in military history and the impact of war on society. Each student will write an original article length paper on a topic chosen in consultation with the professor. Papers will be based on primary sources and well grounded in the relevant secondary literature. Each student will present their work in stages to the class and meet regularly with the professor. History 8662, Impact of War on Society (Fall 2009) is a prerequisite for this course.

His 9006-001
CRN

Internship in Public History
Arranged

Dr. Mires

Public History

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

HIS 9012-001
CRN 33710

Directed Readings in History Arranged

Independent study and reports on selected topics. Permission of the instructor and approval of the departmental chairperson is required.

HIS 9022-001
CRN 33711

Thesis Direction I

Arranged

Supervised research for students writing master's thesis. Permission of the departmental chairperson is required.

HIS 9032-001
CRN 33712

Thesis Direction II

Arranged

Supervised research for students writing master's thesis. This course may be taken concurrently with HIS 9022. Permission of the departmental chairperson is required.

