The Haverford History Department encourages students to explore the curriculum and master skills in what we might consider three broad areas of pursuit:

a. Evidence
b. Experience and
c. Epistemology.

Students in history approach the study of the past through an immersion in materials and evidence, analysis and interpretation, creativity and imaginative endeavor. Our classes emphasize creativity and conceptual thinking rooted in fact and historical complexity. Primary sources permeate our curriculum. They are gateways to a three dimensional world, keys to unlock the study of the past. We also focus on individual student creativity, both in the exploration of the curriculum and in student work. Students in history can pursue their own intellectual questions and concerns, ones they develop with faculty through their time at the College. Because of the roles creativity and the creative arts play in the department, history at Haverford is a strong home for students with an interest in interdisciplinary studies. Professors in the department work with literature, art, music, architecture, material objects and languages, analyzing what happens at the intersection between aesthetics and political culture.

Students in history practice history. They engage in the production of historical knowledge. We send students out into the world to work on real projects of their own making. We have internal and external grants to support them in that work. Students learn how to design and execute independent research projects on their own initiative, moving between collective experiences and individual scholarly reflective work. In history, we work seriously with students over the course of the major on writing and revision. Our classes are often writing intensive. We take our craft seriously—the overlap between writing and thinking, form and meaning. That extends through the consistent training students in our major receive in writing and re-vision in its grandest sense.

The curriculum builds cumulatively to train students in skills in writing and analysis from their first year to their last, in concert with their studies abroad and interdisciplinary engagements with other departments. Students in history do rich, complexly imagined and robust work in French, Chinese, Spanish, German, Russian, Greek, and Latin, among others. They learn to critique and confront the culture of which they’re learning the language, to put it in the context of other historical forces, and to illuminate the power relationships inherent in all societies. In history, students do not just think in another language, but across languages. They animate linguistic study through critical scholarly and pragmatic application, emphasizing the foreignness of any culture and the past itself.

History in this department starts from questions. Our classes emphasize deep time, historical debates and the roots of historical problems. History students examine how philosophies, political systems, and social orders are historically contingent. Students gain a sense that there might have been and might still be other outcomes. History is also then a kind of social critique. If every moment in the present is temporary, and what today is modern, tomorrow is “unmodern,” the major encourages students to ask questions about the necessity of the present.

Students in history enter a dialogue between present and past, considering consciously where they stand in the flow of time. Rather than striving for certainty, history is thus often about estrangement. Students study the horizons of opportunity available to people at different times and places, how those horizons shift, and how individuals navigate within those constraints. Through these approaches, the major fundamentally encourages empathy with difference. History teaches humility and the art of listening. It seeks to understand the full dimensions of human actors in the past.

Learning Goals
In history courses students:

• master a foundation of knowledge about specific places and societies over time.
• think critically about the nature and production of historical knowledge.
• broaden and master research skills.
• learn disciplinary writing skills using evidence and crafting persuasive arguments.

Haverford’s Institutional Learning Goals are available on the President’s website, at http://hav.to/learninggoals.

Curriculum
History courses foster analysis and interpretation of the past and emphasize the development of cultures and ideas over the accumulation of facts. Courses offer students opportunities to pursue creative studies and develop their critical reading and writing skills.
Major Requirements
To complete the history major, students must take eleven courses distributed across the history curriculum.

All students must take one of the 100-level courses, preferably before the senior year.

Students may take any 100-level course, which introduces both historical materials and the skills we expect in the major.

Majors in History are encouraged to explore the curriculum with an open mind while thinking about how to prepare for the senior thesis. To those ends, we believe that it is important to ensure breadth and depth. The program of courses selected must include the following requirements. Only 200 or 300 level courses can count toward these requirements.

- at least one course in the history of Asia, Africa, or Latin America;
- at least one course in the history of Europe, North America, or Russia;
- at least one course that focuses on the period before 1850;
- two out of the three 300-level classes must be taken at Haverford and include a primary-source based research paper. We encourage students to take these classes with different professors and to take one in their sophomore year.

Credit for Courses outside the Major and Study Abroad:

a. Students may count one course outside of the major toward the 11-credit requirement. This class will count toward 200-level credit. It cannot be used to replace one of the 300-level classes. It should not be a 100-level class. Ideally, it should be relevant to the student’s thesis research either topically or methodologically. This course must be reviewed and approved by the student’s advisor.

b. Students will receive 200-level credit for History classes taken when studying abroad. Students cannot receive 300-level credit for classes taken abroad.

In their senior year, all history majors write a year-long, i.e., two-semester, senior thesis, as described below. During the fall they complete their research in the thesis seminar. In the spring they work one-on-one with their faculty advisors to write and revise their theses.

Senior Thesis
The senior thesis in the Department of History is a year-long, two-credit research project on a topic the student chooses to investigate. In completing a thesis, history students conduct original research and craft an extended argument. The senior thesis project occurs in three steps.

Preliminary Work
In the spring semester of their junior year, history majors work with faculty mentors to compose an initial thesis proposal that articulates a specific research question. In light of faculty feedback, students often spend the summer before their senior year doing initial archival research and mastering the relevant historical literature.

Research and Analysis
In the fall semester of their senior year, students enroll in HIST H400A, a weekly seminar that gives students an opportunity to identify, survey, and analyze the sources they will use in their thesis and to review the relevant scholarship. In this seminar students complete a series of assignments that help them conceptualize, research, and begin drafting their thesis. Assignments include: a revised thesis proposal, analysis of a primary source related to their thesis, critical review of the scholarly literature relevant to their topic, and a thesis prospectus that defines their thesis topic, describes their evidence, and outlines their argument.

Writing
In the spring semester students enroll in HIST H400B, a supervised research and writing seminar that builds on the work they completed in fall semester. Working under the guidance of faculty advisors, students draft and revise their theses, submitting sections throughout the semester. Once they have drafted the different sections, they revise the entire thesis and submit a polished final draft. A history thesis is typically around 60 pages. After handing in the final version, students present their theses in an oral defense to their faculty advisors.

Senior Thesis Learning Goals
As a capstone experience, the senior thesis in history hopes to achieve complementary goals:

Research
- Conceptualize a research question.
- Make a historical argument.
- Identify and master relevant scholarship.
- Locate and analyze primary source materials.

Writing
- Develop a cogent argument.
- Use evidence to support the argument
- Write clearly and compellingly.
- Adhere to professional standards for style, citations, and formatting.
Oral Defense
• Present a concise version of the thesis’s argument.
• Respond to questions about the thesis’s structure, evidence, or conclusions.
• Explain the argument’s importance or relevance.
• Speak fluidly and authoritatively about the thesis.

Senior Thesis Assessment
A student’s faculty advisors collectively assess the thesis project (written and oral components) on the following criteria:

• Conceptualization of Research Question and Historical Argument: students acknowledge and explore the full implications of an innovative thesis question.
• Familiarity with and Understanding of Primary Texts: students engage primary sources to answer their research question and display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.
• Engagement with Secondary Literature: students demonstrate mastery of scholarly literature that pertains to their thesis topic by synthesis of and contribution to the scholarly conversation.
• Methodological and Theoretical Approach: students ground their theses in current knowledge about their historical period, demonstrating a thorough understanding of relevant methodological and theoretical issues.
• Quality of Argument: students construct a well reasoned, well structured, and clearly expressed argument.
• Clarity of Writing: writing is consistently engaging, clear, well organized, and enjoyable to read.
• Oral Presentation: at the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions. Student demonstrates capacity to connect thesis project to prior coursework in history and related disciplines.

A style guide, along with suggestions for defining a thesis topic, is available on the departmental web page.

Requirements for Honors
Honors in history will be granted to those senior majors who, in the department’s judgment, have combined excellent performance in history courses with an excellent overall record. Typically, a grade of 3.7 or higher in a history course reflects honors-quality work.

Concentrations and Interdisciplinary Minors
History students often combine their study of the past with various complementary subjects, such as East Asian Studies, Latin American Studies, religion, or art history. Students have also found generative links between their study of history and interdisciplinary areas, including African and Africana Studies, Gender and Sexuality Studies, Environmental Studies, Museum Studies, and the Growth and Structure of Cities.

Study Abroad
History students are encouraged to study abroad. In addition to acquiring fluency in a foreign language, students abroad benefit from exposure to other historical approaches and the proximity to rich archival resources. The history major is designed to facilitate such study abroad.

Affiliated Faculty

Ruodi Duan
Assistant Professor of History and East Asian Languages and Cultures

Andrew Friedman
The John R. Coleman Associate Professor of History

Linda Gerstein
Professor of History; Chair of Independent College Programs

Lori Ginzberg
Visiting Professor of History

Hank Glassman
The Janet and Henry Richotte 1985 Professor of Asian Studies; Associate Professor and Chair of East Asian Languages and Cultures

Lisa Jane Graham
The Frank A. Kafker Professor of History and Professor and Chair of History

Darin Hayton
Associate Professor of History

Alexander Kitroeff
Professor of History
This course analyzes the complex histories, shifting geographies, and unequal relationships of power denoted by the term “Global South,” a designation that maps unevenly onto the formerly colonized regions of Latin America, Africa and Asia. As we shall see, the term is also at times used to describe marginalized populations and places within the “Global North,” a convenient though not entirely accurate label for today’s relatively rich and developed world regions. A basic concern of the course will be to assess how colonialism and its legacies have influenced world history, including the production of knowledge. Our collective goal will be to develop new ways of thinking about our pasts, presents and futures.

HIST H115 POSTCARDS FROM THE ATLANTIC WORLD (1.0 Credit)

Bethel Saler
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
An exploration of the movement of peoples, goods and ideas across the four continents that border the Atlantic basin (Africa, Europe, North America and South America) over the transformative periods of exploration and empire from the fifteenth to the nineteenth centuries.
(Offered: Fall 2023)
postcolonialism and Third Worldism, “Atlantic crossings,” modernity, imperialism, diaspora and migration, world war, travel, United Nations and “Our America” serve as organizing motifs. In considering the history of this country outside its formal borders, students will gain a facility with the languages of hemispheric and global imagining that structure the pursuit of contemporary U.S. history, while sharpening analytical skills working with primary texts.

HIST H125 INTRODUCTION TO LATIN AMERICAN AND LATINX HISTORY (1.0 Credit)
Marlen Rosas

Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts)
This course is an intensive history class designed around two goals: to give students an introduction to themes and debates in Latin American and Latinx History, and to provide hands-on practice toward doing research. We will focus on Indigenous histories of resistance and migration, gender studies, as well as intellectual and political trends across the American continents. Texts are interdisciplinary and include fiction, journalism, polemic, history, sociology, and anthropology.
(Offered: Spring 2024)

HIST H126 GLOBAL ASIAN DIASPORAS (1.0 Credit)
Ruodi Duan

Division: Social Science
Domain(s): B: Analysis of the Social World
This course examines the modern histories, politics, and cultures of Asian migration and diasporas, with a focus on American contexts. Between 1840 and 1940, Asian migrants—numbering in the tens of millions—set out in search of livelihoods and fortunes, especially in Southeast Asia and the Americas. We will look at how patterns of Asian migrations were propelled by and shaped world-historical dynamics including colonialism, globalization, racial formation, and the most contentious wars of the twentieth century. Crosslisted: EALC.
(Offered: Spring 2024)

HIST H200 MAJOR SEMINAR: APPROACHES TO THE STUDY OF EAST ASIAN CULTURES (1.0 Credit)
Erin Schoneveld

Division: Humanities; Social Science
Domain(s): B: Analysis of the Social World
This course is a writing intensive course for EALC majors and minors to some foundational ideas and concepts in the study of East Asia. Beginning with close readings of primary source texts in translation, students are introduced to the philosophy and culture of China, and its subsequent transmission and adaptation across the vast geographical and cultural area that is commonly referred to as “East Asia.” Students will gain familiarity with methods in this interdisciplinary field and develop skills in the practice of close critical analysis, bibliography, and the formulation of a research topic. Required of EALC majors and minors. Majors should take this course before the senior year. This is a one-term course offered in the Fall and the Spring. The Fall term focuses more on development and transformation of Chinese thought and systems in Japan, and the Spring term on the elaboration of these key themes in a Chinese context. Prerequisite: One year of Chinese or Japanese.
(Offered: Fall 2023)

HIST H203 THE AGE OF JEFFERSON AND JACKSON, 1789- 1850 (1.0 Credit)
Bethel Saler

Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course charts the transformation in American political institutions, economy, and society from the ratification of the Constitution to the eve of the Civil War. Often identified as the crucial period when the American nation cohered around a national culture and economy, this period also witnessed profound social rifts over the political legacy of the American Revolution, the national institutionalization of slavery, and the rise of a new class system. We will consider the points of conflict and cohesion in this rapidly changing American nation.
(Offered: Spring 2024)

HIST H206 HEALTH AND MEDICINE IN MODERN AMERICAN HISTORY (1.0 Credit)

Division: Social Science
Domain(s): B: Analysis of the Social World
This course explores key themes in the history of medicine, health, and healing in the modern United States, including the evolution of the medical profession; the role of race, class, and gender in shaping medical ideas and practices; shifting burdens of disease; relationships between patients and practitioners; medical science and the rise of biomedicine; the social meanings of disease; relationships between medicine, industry, and public health; and hospitals and health insurance. Prerequisite(s): None

HIST H208 DECOLONIZING COLONIAL LATIN AMERICAN AND CARIBBEAN HISTORY (1.0 Credit)
James Krippner

Division: Social Science
History

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Are you interested in understanding Latin America? If so, you must understand the colonial era. Spanish and Portuguese rule of the region lasted more than three centuries—in most countries from 1492 until the early 1820’s, and in Cuba and Puerto Rico until 1898—and the legacies of colonial rule have conditioned social relations, economic life, culture, and political conflict up until the present. This course will provide a thorough and regionally varied introduction to the multi-faceted history of colonial Latin America, beginning with an introduction to the indigenous civilizations existing prior to Iberian expansion and ending with popular upheavals that marked the end of the eighteenth century.

(Offered: Spring 2024)

HIST H210 ISSUES IN COMPARATIVE & TRANSNATIONAL HISTORY: BIOPOWER (1.0 Credit)

Darin Hayton, Lisa Jane Graham
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Masks, vaccines, le pass sanitaire, der e-Impfpass, confinement, and surveillance are some of the contested responses to the COVID-19 pandemic. Yet struggles between states and citizens over public health are not unique to our era. Even COVID-19 is ontologically malleable. This course examines earlier efforts by states to define and control the biological as a means of exercising control over their citizens, as well as their citizens’ resistance to such efforts.

(Offered: Fall 2023)

HIST H213 ASTROLOGY: HISTORY & PRACTICE (1.0 Credit)

Darin Hayton
Division: Social Science; Symbolic Reasoning
Domain(s): B: Analysis of the Social World

This course examines the scientific and socio-cultural importance of astrology in the medieval and early modern world. The course combines analysis of the historical contexts in which astrology was practiced and made authoritative with instruction in mathematical and technical practices that made astrology an expert body of knowledge. Pre-requisite(s): A previous history course. Lottery Preference: none

(Offered: Fall 2023)

HIST H225 EUROPE: 1870-1914 (1.0 Credit)

Linda Gerstein
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Topics included are Marxism, The Dreyfus Affair, Imperialism, Sexual Anxiety, and Art Nouveau.

HIST H226 TWENTIETH CENTURY EUROPE: MODERNISM 1913-1937 (1.0 Credit)

Linda Gerstein
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

The emergence of the culture of Modernism; revolutionary dreams and Stalinist nightmares in Russia; Fascism; the trauma of war 1914-1945; the divisions of Cold War Europe; and the challenge of a new European attempt at re-integration in the 1990s.

(Offered: Spring 2024)

HIST H228 THE FRENCH REVOLUTION (1.0 Credit)

Lisa Jane Graham
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Most historians identify the French revolution of 1789 with the birth of the modern world. The French captured international attention when they tore down the Old Regime and struggled to establish a democratic society based on Enlightenment principles of liberty and equality. The problems confronted by revolutionary leaders continue to haunt us around the world today. This course examines the origins, evolution, and impact of the French Revolution with special emphasis on the historiographical debates that have surrounded the revolution since its inception.

(Offered: Spring 2024)

HIST H231 IMAGINING ENLIGHTENMENT IN 18TH-CENTURY EUROPE (1.0 Credit)

Lisa Jane Graham
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course approaches the Enlightenment as a process of political and cultural change rather than a canon of great texts. Special emphasis will be placed on the emergence of a public sphere and new forms of sociability as distinguishing features of 18th century European life.

HIST H239 AMERICAN REVOLUTIONS, 1763-1815 (1.0 Credit)

Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course explores the tumultuous decades that transformed North America forever, from the periphery of a global empire into the seat of a new and distinct people who would create their own empire. But the story of the American Revolution
is more than just the story of independence from England. The war of 1775-1783 was the intersection of several conflicts, of which the struggle between colonies and mother country was only one. Pre-requisite(s): None Lottery Preference: History majors, then sophomores and first years.

HIST H240 HISTORY AND PRINCIPLES OF QUAKERISM (1.0 Credit)
Emma Lapsansky-Werner
Division: Social Science
Domain(s): B: Analysis of the Social World
The development of Quakerism and its relationship to other religious movements and to political and social life, especially in America. The roots of the Society of Friends in 17th-century Britain, and the expansion of Quaker influences among Third World populations, particularly the Native American, Hispanic, east African, and Asian populations. Crosslisted: Religion, History
(Offered: Fall 2023)

HIST H246 HISTORY OF SEXUALITY IN THE U.S. (1.0 Credit)
Lori Ginzberg
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This 200-level course will explore both "classic" and recent writings on the history of sexuality, focusing on questions of politics, power, and authority in order to understand the regulation of sexual practices, the social implications of sexual activity and identity, and the experiences, ideas, and conflicts that have shaped modern gay, lesbian, and transgender identities. Lottery Preference: History majors, Gen Sex concentrators, then Sophomores

HIST H252 HISTORY OF HAVERFORD COLLEGE: CONFLICT, CONSENSUS AND THE LIBERAL ARTS (1.0 Credit)
James Krippner
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts)
This course provides a chance to work in the Haverford College archives, with guidance provided on how to analyze primary source evidence. Over the course of the semester we will debate and answer questions such as: How has Haverford College's status as a school of Quaker origin been significant and does that legacy remain relevant today? What is the purpose of a values-based undergraduate liberal arts education in the hyper-competitive, debt-fueled and increasingly consumerist educational marketplace found in the contemporary United States? Prerequisite(s): Sophomore standing or above.

HIST H253 THE HISTORY OF THE US BUILT ENVIRONMENT, 1870 TO THE PRESENT (1.0 Credit)
Andrew Friedman
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course looks at the history of the U.S. through its built environment, or the physical spaces & landscapes through which Americans constructed their habits, hopes, and divisions. We will investigate how struggles over the U.S. polity came to be reflected in the built world. Topics include the creation of property, the building of the metropolis, the making of the suburbs, electrification and the highways, urban crisis, and the postindustrial landscape.

HIST H256 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY (1.0 Credit)
Hank Glassman
Division: Humanities
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

HIST H257 INVENTING MODERN SCIENCE (1.0 Credit)
Darin Hayton
Division: Social Science
The revolution in the sciences that occurred between 1500 and 1750 completely reshaped our understanding of the natural world and our place in it. Simultaneously, the methods used to interrogate that natural world changed dramatically. This course explores these transformations. Prerequisite(s): Sophomore standing
(Offered: Spring 2024)

HIST H259 CULTURES OF COLLECTING (1.0 Credit)
Darin Hayton
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
Collecting, classifying and displaying natural artifacts acquired new significance in early-modern Europe and played an important role in the development of modern science. This course explores the motivations and contexts for such collecting and classifying activities.
HIST H274 HISTORY OF THE ANDES (1.0 Credit)
Marlen Rosas
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course presents a cultural and political history of the Andean region of South America. We will examine unique historical developments in this part of the world. The themes we will analyze include the influence of geography on early Andean civilizations, the cultural impact of conquest, land and labor systems, popular resistance movements, revolutions, military governments, neoliberalism, and the politicization of ethnic identities.
(Offered: Spring 2024)

HIST H284 NATIVE AMERICAN HISTORY (1.0 Credit)
Bethel Saler

HIST H291 INDIGENOUS WOMEN: GENDER, ETHNICITY AND FEMINISM IN LATIN AMERICA (1.0 Credit)
Marlen Rosas
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course gives students an introduction to the themes and debates in the intersectional fields of Gender and Women’s Studies, Race, Ethnic and Indigenous Studies, Latin American History, and Feminist Theory. Pre-requisite(s): None Lottery Preference: History majors, first and second year students, LAIILS, and GenSex concentrators, with first priority for History and LAIILS.

HIST H292 MATERIAL CULTURE IN CHINA (1.0 Credit)
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course offers an overview of China’s social, cultural and political history during the early modern and modern periods. But it does so by confronting material objects, placing them at the center of historical inquiry. We will investigate how material objects marked status and social distinction; how they served as expressions of gender, ethnic and class identity; and how during the modern period they morphed into symbolic tools of imperialist and nationalist projects. Crosslisted: EALC. Lottery Preference: History majors, EALC majors, sophomores

HIST H293 MANCHUS IN CHINA (1.0 Credit)
Staff
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
A history of Manchu rule in China, with a focus on the long eighteenth century. The course explores a variety of strategies that Manchu emperors deployed to legitimize their power and expand imperial control over the conquered territories. More broadly, the course offers the occasion to reflect on the legacy of Manchu rule in the history of the modern Chinese state. Crosslisted: EALC, HIST

HIST H294 WEALTH AND POVERTY IN CHINA AND THE OTTOMAN EMPIRE (1.0 Credit)
Staff
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
Drawing on the examples of China and the Ottoman Empire, this course explores the dynamics of two interconnected phenomena of the early modern period: 1) the rise of new court cultures and elite families, both of which relied on the conspicuous consumption of luxuries to mark status and power, and 2) the increasing visibility of poverty. The course embraces the methodologies of global microhistory, focusing on case studies while keeping abreast of the global context. Crosslisted: EALC. Lottery Preference: History and EALC/LAILS (as appropriate) majors/concentrators, followed by freshmen and sophomores.

HIST H295 CHINA IN THE WORLD, 1895-1921 (1.0 Credit)
Ruodi Duan
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
We will read the history of late imperial and Republican China in global perspective, discerning ways in which world-historical dynamics—colonialism and anticolonialism, capitalist expansion and the Russian Revolution, World War I and the Treaty of Versailles—have shaped perceptions within and outside of China as to the nation’s place on the global stage. Attention is accorded not only to connections between China and the West, but also how Chinese nationalists engaged and imagined the colonized world. Crosslisted: EALC.

HIST H296 CHINA AND AFRICA: HISTORICAL ENCOUNTERS AND CONTEMPORARY LEGACIES (1.0 Credit)
Ruodi Duan
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
China’s economic and cultural presence in Africa has expanded dramatically since 2000, especially
after the launch of the “Belt and Road Initiative.” But to understand the contemporary China-Africa relationship, it is essential to examine historical precedents. This course draws from scholarship, journalism, and culture to explore modes and implications of foreign aid, diverse experiences of travel and resettlement between China and Africa, and the role of race in past and present constructions of China-Africa relations. Crosslisted: EALC. Pre-requisite(s): N/A

HIST H297 SOCIAL PROTEST IN MODERN CHINA (1.0 Credit)
Ruodi Duan
Division: Social Science
Domain(s): B: Analysis of the Social World
Since 1949, Chinese state policies have engendered diverse modes of resistance, and today, popular uprisings continue to challenge assumptions about passivity under authoritarianism. This course reads contemporary Chinese history through the lens of social protest. Major events we will examine include: contestations of rule in the early People’s Republic; the Cultural Revolution; the 1989 protests in Tiananmen Square; labor and rural resistance; the 2019-2020 demonstrations in Hong Kong; and most recently, the “A4 Revolution. Crosslisted: EALC. (Offered: Fall 2023)

HIST H299 HISTORICAL METHODS LAB: ARCHIVE THEORY AND PRACTICE (1.0 Credit)
Marlen Rosas
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
In recent decades, the historical concept of “the archive” has served as a cornerstone for inquiry across disciplines in the humanities and social sciences. At a moment of dramatic transformation in archival practice through digital technologies, one that is fundamentally altering the nature of archives and our relationship to them, this course introduces students to the interdisciplinary theory and practice of the archive as method, material culture, power, and idea of the world. Prerequisite(s): Sophomore standing or above. (Offered: Fall 2023)

HIST H303 GENDER, INTIMACY AND U.S. FOREIGN POLICY (1.0 Credit)
Andrew Friedman
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course examines the arenas of gender, sex and intimacy as crucial to the formation of U.S. foreign policy and U.S. imperialism in and after two key historical moments, often summarized as the Spanish-American War and the Cold War. The course looks at how U.S. encounters abroad defined personal intimacies and everyday lives. It explores the ways that rhetorical strategies concerning the body, masculinity and femininity, feelings, friendship, and love became central to U.S. geopolitical practice and memory.

HIST H309 KNOWLEDGE, POWER, AND THE PRODUCTION OF HISTORY IN LATIN AMERICA (1.0 Credit)
Marlen Rosas
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course examines the revolutionary politics, emancipatory pedagogies, and struggles for liberation espoused by grassroots intellectuals, students, and working-class, peasant and indigenous activists in modern Latin America. We will consider questions of intellectual and political agency, as well as the political power of literacy, education, memories, and archives in the face of imperial threats throughout history.

HIST H310 POLITICAL TECHNOLOGIES OF RACE AND THE BODY (1.0 Credit)
Andrew Friedman
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of “reality” at its most basic and molecular level. Crosslisted: History, Health Studies

HIST H312 SICK CITY: URBAN HEALTH IN AMERICAN HISTORY (1.0 Credit)
Staff
Division: Social Science
Domain(s): B: Analysis of the Social World
This course examines cities as sites of public health concern in modern American history. We consider the meaning of “public health” as a distinct domain of action, expertise, and authority by thinking historically about why certain health problems have attracted public attention while others are seen as matters of private responsibility, how some urban spaces become sites of medical concern while others are neglected, and how race, class, and gender shape urban health interventions. Pre-requisite(s):
HLTH H/B115, or any course in History, or permission of the instructor.

HIST H314 TOPICS IN GLOBAL LATIN AMERICAN HISTORY: LAND AND THE LEFT IN THE AMERICAS (1.0 Credit)
Marlen Rosas
Division: Social Science
Domain(s): B: Analysis of the Social World
This course traces the debates over land distribution and agrarian reform that have been at the forefront of modern political strife and Indigenous activism in the Americas. We will explore how Latin America’s rural poor have supported socialism and environmentalism as alternatives to capitalist extraction, as a strategy to break colonial vestiges, and as an anti-imperialist ideology. The course focuses on various case studies to address the meaning of socialism in largely agrarian societies, how states have implemented nationalist policies to redistribute land, and how new social movements approached land and community rights in ways that challenged the status quo. This class requires every student’s vocal participation in discussions. Students will also complete historical research papers on a topic of their choice, related to the course themes. Lottery Preference: History Majors; Latin American Studies concentrators; Seniors/Juniors
(Offered: Fall 2023)

HIST H316 EAST ASIA'S COLD WAR (1.0 Credit)
Ruodi Duan
Division: Social Science
Domain(s): B: Analysis of the Social World
Far beyond a time of geopolitical tensions between the United States and the Soviet Union, the Cold War was a global phenomenon with many violent battlegrounds. This course examines East Asian histories of the “long Cold War,” from 1945 to the present, with a focus on China, Japan, Korea, and Vietnam. We will read East Asia’s Cold War—through scholarship, film, and literature—as a struggle for national redefinition and cultural renewal in the aftermath of empire. Crosslisted: EALC.
(Offered: Spring 2024)

HIST H317 TOPICS IN LATIN AMERICAN HIST:RELIGION, POWER, AND POLITICS IN LATIN AMERICA AND THE CARIBBEAN (1.0 Credit)
James Krippner
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
(Offered: Spring 2024)

HIST H333 HISTORY AND FICTION: CALL ME ISHMAEL: EARLY AMERICAN ENCOUNTERS WITH ISLAM (1.0 Credit)
Bethel Saler
Division: Social Science
Domain(s): B: Analysis of the Social World
This course introduces students to some of the cultural theories that have influenced the recent work of historians as well as examples of historical monographs that take a theoretical approach. It highlights imaginative & innovative approaches to history rather than a particular geographic or chronological period. Among the cultural theorists whose work we will examine will include Michel Foucault, Clifford Geertz, Pierre Bourdieu, Edward Said, and Dipesh Chakrabarty.
(Offered: Spring 2024)

HIST H340 TOPICS IN AMERICAN HISTORY: VOICES FOR JUSTICE—SIX AFRICAN AMERICAN LIVES (1.0 Credit)
Emma Lapsansky-Werner
Division: Social Science
Domain(s): B: Analysis of the Social World
This course will use biographies and memoirs to explore the world and human-dignity strategies of six African American activists from the eighteenth, nineteenth, and twentieth centuries. Through the eyes and experiences of these individuals, the course examines the world(s) they inhabited, their interweaving with Quakers and Quaker ideas and activism—and how their efforts to analyze, navigate, and master their world have helped shape American history. Built around the biographies, writing and speeches of Massachusetts sea captain Paul Cuffee (1759-1817); Philadelphia entrepreneur James Forten (1766-1842); teacher/newspaper publisher/lawyer Mary Ann Shadd Cary (1823-1893); educator/missionary Fanny Jackson Coppin (1837-1913); Philadelphia abolitionist Sarah Mapps Douglass (1806-1882); and March-on-Washington coordinator Bayard Rustin (1912-1987), the course surveys not only these individuals, but also the America they inhabited and influenced. Each of these six lives intersected, in various ways, with Quaker people, ideas and activities.

HIST H346 RACE AND ETHNICITY IN MODERN EAST ASIA (1.0 Credit)
Ruodi Duan
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
Do East Asian notions of race and ethnicity extend from Western conceptualizations, or are they informed by indigenous traditions? How have racial and ethnic identities figured into popular imaginations of nationhood? Where does race begin
and the nation end? This seminar examines race and ethnic constructs in East Asia through the twentieth century. We will draw from interdisciplinary scholarship to understand how national majority and minority identities have been categorized and reified across East Asia. Crosslisted: EALC.

**HIST H347 TOPICS IN EAST ASIAN HISTORY: THE ART OF GOVERNANCE IN HIGH QING CHINA (1.0 Credit)**

*Staff*

**Division:** Social Science  
**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World  
This seminar explores the cultural operations of state agencies during China’s long eighteenth-century, as they unfolded in bureaucratic and legal systematization, knowledge making, textual production, bodily performances and gestures, the taxonomization of space, people, and material objects, and the representation of social, gender and ethnic identities, among others. We will ask: How did governing elites structure the social world and translate it into administrative language and practice? What strategies of representation and technologies of rule did they develop to enhance their capacity for control and their ability to grasp the complexities of the territories and people under their governance? Crosslisted: History, East Asian Languages & Cultures Prerequisite(s): Sophomore standing and above or instructor consent.

**HIST H350 TOPICS IN THE HISTORY OF SCIENCE: DIVINATION (1.0 Credit)**

*Darin Hayton*

**Division:** Social Science  
**Domain(s):** B: Analysis of the Social World  
(Offered: Spring 2024)

**HIST H354 AMAZONS AND VIRAGOS: GENDER AND POWER IN EARLY MODERN EUROPE (1.0 Credit)**

*Lisa Jane Graham*

**Division:** Social Science  
**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World  
Seminar meetings, reports and papers. May be repeated for credit with change of topic. Course introduces students to early modern European cultural history through a combination of theoretical texts, secondary literature, and primary sources. Recent topics include: Libertinage and Modernity; The Cultures of Resistance; and Law, Crime and Police in Early Modern Europe.

**HIST H356 TOPICS EUROPEAN HISTORY: THE RUSSIAN REVOLUTIONARY MOVEMENT (1.0 Credit)**

*Linda Gerstein*

**Division:** Social Science  
**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World  
the Russian Intelligentsia (from the Decembrists in 1825 to Dissidents in the 1970s.) Readings in primary sources (Herzen's memoir, Dostoevsky's novels, prison memoirs of Populist Terrorists, the Marxist underground and the SR terrorists 1900-1917, civil war resisters, resisters to Stalinism, the dissidents in the 1960s and 70s.  
(Offered: Fall 2023)

**HIST H358 TOPICS IN ENLIGHTENMENT HISTORY: THE REMARKABLE BODY OF MARIE ANTOINETTE (1.0 Credit)**

*Lisa Jane Graham*

**Division:** Social Science  
**Domain(s):** B: Analysis of the Social World  
Why does Marie Antoinette continue to fascinate us more than two hundred years after her execution during the French Revolution? This seminar uses the figure of the queen to explore debates about feminism, sexuality, media, politics, revolutionary justice, fashion, beauty, celebrity, global trade and cultural obsession. It traces the evolution of her legacy from the eighteenth century to the present.

**HIST H399 TOPICS IN ACTIVE HISTORY: RUSSIAN EMPIRE, NATIONAL MEMORIES AND TALES (1.0 Credit)**

*Linda Gerstein*

**Division:** Social Science  
**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World  
This course teaches students, in a collaborative setting, the practice of “active history.” This is the dynamic praxis of deep history and nimble historical work as a mode of explaining, explicating and intervening in an urgent and shifting present. Topics will change in response to issues of contemporary import. Students will play a role in collaborative syllabus and curricular design. Pre-requisite(s): Change depending on topic. For this iteration, none.

**HIST H400A SENIOR THESIS SEMINAR (1.0 Credit)**

*Bethel Saler, Lisa Jane Graham, Ruodi Duan*

**Division:** Social Science  
History 400a thesis seminar is the senior research lab for thesis work. Students enrolled in the one-semester option will submit their thesis on the last day of class, and work with their assigned faculty advisor throughout the semester. Students will continue on to History 400b in the spring where
they will work with their assigned faculty advisor to complete the writing and revision of the thesis.

(Offered: Fall 2023)

HIST H400B  SENIOR THESIS SEMINAR  (1.0 Credit)
Bethel Saler, Darin Hayton, James Krippner, Linda Gerstein, Lisa Jane Graham, Marlen Rosas, Ruodi Duan
Division: Social Science
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World
History 400B is devoted to individual thesis research and writing. Prerequisite(s): HIST400A
(Offered: Spring 2024)

HIST H480  INDEPENDENT STUDY  (1.0 Credit)
Linda Gerstein
Independent Study