

## Spring 2005 Undergraduate Course Descriptions

### **Writing Seminars**

#### **1. 009.301 Between Music and Noise**

S. Hastings-King -----

The point of departure for this course is a consideration of how music has been defined with reference to its opposite (noise) and the ways in which this opposition has been disrupted by the development of recording technologies. The class begins with writings by John Cage, whose texts are among the most influential writings on music to have emerged since World War II. Cage was among the first to take seriously the implications of recording technologies and to argue on that basis that no coherent distinction separates music from noise. The bulk of the class traces dialogues (sometimes direct, sometimes implicit) as they have developed since Cage in a variety of musical contexts.

#### **009.302 Losers in American History**

K. Farley ----

When we remember the American Revolutionary War, we refer to patriots versus loyalists. They are called patriots because they won and winners write history. Had they lost, historians would have named them traitors. This course will examine American historians as writers as well as scholars and explore how their interpretation of history is shaped by their perspective. Looking through the lens of those who lost, we will trace American history from the Revolutionary War to the present: loyalists during the American Revolution, nativists fighting immigration during the antebellum period, the Confederacy during the Civil War, integrationists during Reconstruction, prohibitionists during the Progressive era and segregationists during the Civil Rights era. Particular attention will be paid to Philadelphia and the course will include several tours of the city. Through class discussions and several short papers, students will develop their critical thinking and writing skills.

#### **009.303 Public Health and Medicine**

L. Nauta ----

This writing seminar explores issues facing historians who write about public health and medical topics in developing countries. We examine topics such as cultural, class and disciplinary assumptions regarding the causes of disease and the relative efficacy of different medical policies and practices; the significance of different local and regional contexts; and the social power relations embedded in international public health organizations, funding institutions and universities, including our respective places within them. We pursue our critical engagement by doing weekly readings in historical health and medical texts and by writing responses to the readings. Over the course of the term, each student will also produce a short, original paper in which they draw on course and outside readings to analyze a public health or medical issue of their choosing.

#### **009.304 Writing About Jazz**

S. Hastings-King ----

Jazz has been called the most important American music. This course will explore the history of

the music starting with the bebop revolution ushered in by jazz Charlie Parker, Dizzy Gillespie, Thelonious Monk, Max Roach, Miles Davis and continuing through to the work of Sun Ra, Anthony Braxton and the Art Ensemble of Chicago . Along the way, we will encounter some of the other great masters of modern jazz, including John Coltrane, Charles Mingus, Ornette Coleman and Cecil Taylor. We will listen, exploring how jazz has operated in its various forms and the spaces of improvisation within them. We will read texts by and about the musicians and their music. We will experiment with writing about music both analytically and creatively. The course will consider questions like: How do you write about music at all? What are the trade-off involved with trying to relate a musical form to social contexts? How do you write about improvisation?

## **Freshman Seminars**

### **102.301 Literature of Dissent**

B. Nathans ---- MW 3 - 4:30

Can the pen really be mightier than the sword? What kind of people dare to speak truth to power, and what arguments and values do they employ? In this seminar we will study some of the classic literature of dissent, including biblical prophecy, ancient Greek critiques of democracy, the Protestant Reformation, the revolutionary Enlightenment, Marxism, and dissident movements of the twentieth century in the United States , the Soviet Union , and China . We will also touch upon recent controversies involving limitations on freedom of speech on colleges campuses, including Penn. Across this broad spectrum we will be concerned with the intellectual strategies of resistance to systems of power perceived as illegitimate or unjust, and with the power of the word in political and public life. By analyzing how the desire for fundamental change has been articulated in a variety of historical contexts, we will sharpen our skills in critical reading, discussion, and writing.

### **104.301 History and Human Nature**

M. Zuckerman ---- W 2 - 5

A consideration of the nature of man, with primary emphasis on the question of history: is human nature best understood as constant or contingent, stable or changeful with time and circumstance?

## **Regional and Topical Surveys**

### **002 Europe in A Wider World**

R. Granieri ---- MW 1 - 2

An examination of European social, economic, political and cultural development from 1500 to the present, with attention to Europe 's impact on the rest of the world.

### **011 The World: History and Modernity**

L. Lees ---- MW 10 - 11

An explanation of major themes, milestones, and debates in the history of the global community

since 1300. Using examples from around the world, the course will explore such issues as the causes of war and revolution; the impact of religion, science and technology on human communities; the development of global systems of slavery, colonialism, and labor migration; the rise of nationalisms; and perceived differences between "East" and "West," and "tradition" and "modernity." The course will also introduce students to the art and science of historical inquiry using primary sources, maps, pictures, and material culture.

### **021 US History 1865-Present**

A. Greene ---- MW 10 - 11

This course covers the social, political, and economic history of the nation from the Civil War to the present. Topics to be discussed include the causes and course of the Civil War, Reconstruction, politics in the Gilded Age, late nineteenth-century urbanization and immigration, Populism, Progressivism, the sociology and politics of the twenties, the New Deal, post-World War II America, the turbulence of the sixties, and contemporary affairs.

### **027 History of Ancient Rome**

J. McInerney ---- MW 12 - 1

The Romans and their impact from the village to the dissolution of the unified empire, emphasizing political and social history.

### **049 Soviet Century**

B. Nathans ---- MW 10 - 11

Out of an obscure, backward empire, the Soviet Union emerged to become the great political laboratory of the twentieth century. This course will trace the roots of the world's first socialist society and its attempts to recast human relations and human nature itself. Topics include the origins of the Revolution of 1917, the role of ideology in state policy and everyday life, the Soviet Union as the center of world communism, the challenge of ethnic diversity, and the reasons for the USSR 's sudden implosion less than a decade ago. Focusing on politics, society, culture, and their interaction, we will examine the rulers (from Lenin to Gorbachev) as well as the ruled (peasants, workers, and intellectuals; Russians and non-Russians). The course will feature discussions of selected texts, including primary sources in translation.

### **075 Africa Before 1800**

C. Babou ---- MW 11 -12

Survey of major themes and issues in African history before 1800. Topics include: early civilizations, African kingdoms and empires, population movements, the spread of Islam, the slave trade era. Also, emphasis on how historians use archaeology, linguistics, and oral traditions to reconstruct Africa 's early history.

### **087 Voyages of Discovery: America and the Middle East in the 20th Century**

F. Kashani-Sabet ---- TR 12 - 1

Foe or friend, Satan or saint – America has often been depicted in the Middle East as either a benevolent superpower or an ill-meaning enemy. In America, too, stereotypes of the Middle East abound as the home of falafels, terrorists, and fanatics. This undergraduate lecture course will explore the relationship between the United States and the Middle East by moving beyond such facile stereotypes. Our goal is to understand why a century of interaction has done little to foster

greater understanding between the two societies. By reading novels, memoirs, and historical accounts, we will examine the origins of this cultural and diplomatic encounter in the twentieth century. The readings will shed light on America's political and economic involvement in the Middle East after the Second World War. We will consider the impact of oil diplomacy on U.S.-Middle East relations, as well as the role of ideology and religion, in our effort to comprehend the current antagonism that exists between these societies.

### **091 Modern Japanese History**

F. Dickinson ---- TR 12 - 1:30

This course will survey the major political, economic, social and intellectual trends in the making of modern Japan. Special emphasis will be given to the turbulent relationship between state and society from 1800 to the present.

### **097 China in the 20th Century**

S. Fei ---- MW 12 - 1

From an Empire to a Republic, from communism to socialist-style capitalism, no country has been through so much change in the 20C. This course provides a broad survey of Chinese history from the late Qing to the Post-Mao era. We study, in the first two weeks, the last imperial dynasty, the Qing (1644-1911) in order to understand the foundation it laid for modern China . Then we shall explore, decade by decade, the century from the Hundred-days Reform in 1898 to the pro-democracy movement in 1989. We focus on such events as the Boxer Rebellion in 1900, the Nationalist revolution in 1911, the Japanese invasion in 1937, the founding of the People's Republic in 1949, the Great Culture Revolution and Deng Xiaoping's Open-door policy. We also explore the change and continuity in Chinese culture and society.

### **107 Comparative Capitalist Systems**

J. Drew ---- MW 3 - 4:30

The course follows the evolution of industrial capitalism since the beginning of the English industrial revolution in the late 18th century. It ranges from the problems of the first industrial revolution in England to the problems of building a market economy in eastern Europe today. In particular, it examines the process of industrialization and explores the sources of sustained economic growth from a comparative perspective. Most of the world, especially in so-called emerging economies, is still confronted with the challenge, and often pain, of creating a modern industrial capitalist society. The course attempts to build a conceptual apparatus for understanding models of industrialization and is built around issues such as law, anti-trust, corporate forms, banking institutions, industrial relations, etc. By definition, the course tends to concentrate on successful industrializers around the world, but questions regarding continuing underdevelopment will be addressed.

### **117 Science and Literature**

M. Adams ---- MWF 11 - 12

This course will explore the emergence of modern science fiction, the ways it has reflected our evolving conceptions of the universe, and its role as the mythology of modern technological civilization. Topics include: "Science & Utopia", "The Discovery of the Future", "Imagining Mars", "SF, Robots, & the Class Struggle", "Superman & the ubermensch", "The American

Hero", "The Golden Age", "Cold War SF" and "Gods, Aliens & Destiny."

### **119 History of Modern Business Corporation**

J. Drew ---- TR 1:30 - 3

Over the last two centuries, the modern corporation has emerged as the dominant form of doing business throughout the world. As such, it not only effects people's daily lives, but also influences government policies and larger trends in society. This course looks at the history of the international corporation from the industrial revolution to the present, to consider how corporations have evolved and the varying ways in which they have influenced the history of our times. We will consider the fundamental debates surrounding the evolution of the corporate form, the role of competition, and the balancing of corporate responsibility between its shareholders, managers, workers, customers and, most importantly, society as a whole. Much of the course will involve an examination of case studies of individual companies, industries or issues, to understand how corporations have functioned in specific instances.

### **121 Korean History After 1860**

M. Hejtmanek ---- TR 10:30 - 12

This course traces the history of Korea from the late Chos dynasty down to the 1990s. It examines major social, political, and economic developments during this period, including early contacts with the west, colonial seizure by Japan, national division after World War II, the Korean War, ideological confrontation between North and South Korea, state-led economic development, military dictatorship, student protest and the democracy movement.

### **122 Korean-American History**

J. Pak ---- R 1:30 - 4:30

The centennial of Korean immigration to America was celebrated in 2003. The Korean-American experience evolved from early patriotic nationalism and the independence movement before the Liberation of the homeland in 1945 to the waves of immigration, following the Korean War and division, in the past decades. The Los Angeles riots in 1992 marked a turning point in community consciousness and activism. This course explores Korean-American history, identity and narrative from the late nineteenth century to the present, highlighting the issues of politics, race, gender, generations, spirituality and community. Films, documentaries and websites will be included in class discussions.

### **128 Europe Since 1945**

J. Steinberg ---- TR 9 - 10:30

This course offers a survey of European history, including both eastern and Western Europe since World War II until the present. The course examines how Europe in all its complexity and cultures lived under the shadow of the Cold War. It examines the origins and nature of the cold War, not just in its diplomatic and political dimensions, but also its effects on the culture and people of Europe. It explores the reasons for the phenomenon of anti-Americanism and the series of revolts exploding throughout Eastern Europe until the fall of the Berlin Wall. Finally, the course examines a number of thematic areas about European political culture, immigration, decolonization, the 1960s revolts and the 1970s terrorism, the resurgence of nationalism, but also the growth of the European community. The course explores the question: what does it mean to be European?

### **137 European Empires, 1830-1947**

E. Von Joeden-Forgey ---- MW 11 - 12

The dawn of the twenty-first century has brought about a rethinking of the nature, purpose and ultimate meaning of empire and imperialism. In the wake of pressures towards balkanization and savage civil wars, in the 1990s many people began to reassess the merits of large political systems. This course will offer historical background to present day debates about empire through an overview of the major moments in Europe's recent experience with overseas expansion. Themes we will cover include: the place of nineteenth- and twentieth-century European empires in the comparative history of empire; imperial annexation and international law; the diplomacy of empire; empire and "free trade"; colonial warfare; citizenship and colonialism; paternalism, humanitarianism and "human rights"; colonial cultures; gender, race and class in this history of imperialism; colonial reform and independence movements; decolonization; and the concept of "postcoloniality" in Europe.

### **140 History of Jewish Civilization II**

T. Fishman ---- MW 10 - 11

A broad introduction to the history of Jewish civilization from the early Middle Ages to the 17th century. An overview of Jewish society and culture in its medieval and Renaissance settings.

### **143 US Women's History 1865-Present [formerly Hist 346]**

K. Peiss ---- TR 1:30 - 3

This course surveys the social, economic, cultural, and political developments shaping American women's lives from 1865 to the present. It examines how the "woman question" became a pressing one in American politics and culture after the Civil War. Immigration, industrialization, urbanization, racial segregation, the growing authority of science, and an emergent consumer culture and mass media transformed how women experienced and thought about work, family, and sexuality. At the same time, the course investigates how women organized movements to effect social change and gain access to political power, and it debates the legacy of this activism. We then turn to the impact of the Great Depression, World War II, and postwar society on American women, and trace the rise of postwar social movements for civil rights, women's liberation, and gay rights, movements in which women played a vital role. The course concludes with a consideration of recent feminism, conservative politics, and post-feminist culture of the past two decades.

### **153 Urban Crisis**

M. Stern ---- TR 12 - 1:30

An examination of the transformation of American cities since World War II. Special emphasis on economic and demographic change, suburbanization, federal policy, and major social issues -- education, crime and violence, and poverty.

### **156 History of Jewish Civilization I**

Dorhmann ---- MW 3 - 4:30

A broad introduction to the history of Jewish civilization from its Biblical beginnings until the Middle Ages, with the main focus on the formative period of classical rabbinic Judaism and on the symbiotic relationship between Judaism, Christianity, and Islam.

### **159 Technology, Policy and War**

A. Waldron ---- TR 10:30 - 12

This course looks at the development of the technology of force, broadly construed. Topics include hoplite warfare and the development of Mediterranean warships; mounted warfare, the stirrup, and cavalry; fortification and the invention of gunpowder; the French levee en masse and the emergence of citizen armies and wars of nations; steel-clad warships, modern artillery, and air power theory; armored warfare and the blitzkrieg; chemical and biological warfare; the US marines and the development of amphibious tactics; terrorism, and post-nuclear strategy. The approach is chronological, using case studies from the ancient world and Asia, as well as the west, including the Punic War, the fall of Constantinople, the American Civil War, the Russo-Japanese War, and aspects of German military technology in the twentieth century.

### **169 History of American Law**

M. Berry ---- TR 10:30 - 12

This course covers the development of legal rules and principles concerning individual and group conduct in the United States since 1877. Such subjects as regulation and deregulation, legal education and the legal profession, and the legal status of women and minorities will be discussed.

### **178 Foundations of the Early Modern Atlantic World, 1450-1800**

A. Feros ---- MW 3 - 4:30

The purpose of this course is to provide students with a solid knowledge of Atlantic history during the early modern period (XV-XVIII centuries). Through readings of primary and secondary texts we will discuss the cultural, religious, intellectual, and economic developments of Europe, Africa and the Americas, as well as the connections, struggles, and mutual influences between the peoples of these three continents. Throughout the semester we will study several important topics: medieval precedents of early modern expansion; theories of empire; ideologies and systems of conquest and colonization; the relevance of race and slavery to the understanding of the early modern Atlantic world; how different peoples perceived others and themselves; how European imperialism and colonization affected the internal development of Africa and America; the role played by religion in the Atlantic world; persistence and continuity of Native cultures and beliefs during an age of expansion; the creation of new identities; the role played by African nations in the creation of the Atlantic world; and the creation of an Atlantic economy.

## **Major Seminars**

Note: The history 201-206 seminars are open to history majors only during pre-registration. If the course does not reach its enrollment maximum, it will be open to all students beginning with drop/add on a first-come first-serve basis.

### **201.301 Renaissance of 12 th Century**

E. Peters ---- T 1:30 - 4:30

This course will concentrate on both the history and application of the term "Renaissance" to the intellectual concerns of the twelfth century and the recent argument for a "long" twelfth century, generally throughout Europe, but particularly in France and England. Using a combination of original and secondary sources, we will discuss such topics as the careers and Letters of Abelard and Eloise, monastic reform and the Cistercians and the career of Bernard of Clairvaux, the rise of the schools and the universities of Oxford and Paris, the career and writings of John of Salisbury, Saint-Denis, Notre-dame, Paris, and the beginnings of Gothic architecture, and innovations in law, theology, and royal and ecclesiastical government

### **202.301 Revolutions in Modern Europe**

K. Stromberg-Childers ---- W 2 - 5

This seminar examines the major political, social and cultural revolutions in Europe since 1789. We will focus on the French Revolution, the revolutions of 1848, the Russian Revolution, 1968 and 1989. In addition, the seminar will examine revolutions in technology and industry, as well as the cultural transformations that have defined the modern age. Using many primary sources as well as major secondary texts, we will discuss the origins of these watersheds in history and their impact on Europe today.

### **202.302 Cities and Societies in Modern Europe**

L. Lees ---- W 2 - 5

"Modernity" is most easily seen in cities -- in urban technology, architecture, cultural productions, consumption patterns, migration, and democratic politics. This seminar will explore the making of modern Europe by looking at urbanization and its impact upon major European cities. What tensions resulted from the combination of mass migration, industrialization, and the uneven creation of wealth in the period 1750 to 1914? How were cities and their diverse populations represented and understood? How did rising incomes, literacy, and political participation influence social divisions? Common reading will concentrate on the examples of Paris and London, but students will be able to examine other cities. This is a research seminar in which students will find primary sources and use them to write a paper related to the theme of the course.

### **202.303 Weimar Germany 1919-1933**

E. Von Joeden-Forgey ---- R 1:30 - 4:30

Germany's Weimar Republic was one of the most expansive democracies and far-reaching welfare states in the history of the West. Home to a vibrant international cultural scene, it was a symbol of interwar cosmopolitanism. But it was also the birthplace of the Nazi Party, which gained substantial electoral support in Weimar's final years. The question remains: was Weimar destined to die and if not, what killed it? This course will pursue this subject while also delving into the rich history of the period, using memoir, fiction, poetry, visual art, works in philosophy, and film.

### **202.304 The Green Myth: Images of Agriculture, Farmers and Countryside in Europe, 1800-2000**

L. Van Molle ---- M 2 - 5

In the context of technological innovations, industrialization and urbanization appears the 'green

myth', a multifaceted imagination of the identity and social role of agriculture, farming people and countryside. This myth operates through an often over-simplified discourse about two separated worlds. Countryside and town, agriculture and industry, farmers and city dwellers emerge as inferiority and superiority, tradition and modernity, but also as nature and culture, authenticity and decadence. The 'green myth' took shape in economic theories, political ideologies (democracy, nationalism, Nazism), the experience of wars, popular representations (housing, cooking, clothing) and art. The seminar will explore different social, political and cultural representations of this 'green myth', the actors and contextual factors that have influenced it, differences and/or similarities in time and space. The focus will be on the U.K. , France , Germany and the Low Countries.

### **202.401 Connected Histories: Spain and the US from the Spanish-Cuban-American War to the Spanish Civil War**

A. Feros ---- T 1:30 - 4:30

This seminar is divided into three parts. Part I centers on the period 1890-1910 and centers on the Spanish-Cuban-American War and its consequences. We will read and discuss how the United States and Spain interpreted the war, and the social, political and international consequences of this war. We will discuss empires and imperialism, the fall of the Spanish empire and the rise of the American empire. We will also examine common issues both countries had to confront: slavery and racism. Part II focuses on The Spanish Civil War (1936-39) and how Americans and Spaniards viewed and lived it. Here we will read and discuss personal experiences in the war, and the public debate on what the government of the United States should do regarding the Spanish Civil War (intervention or no intervention?). Part III focuses on the consequences of the Civil War (1939-present), both from internal and international perspectives (the constitution of the Francoist regime and its internal politics; the repression of political dissidence; the death of Franco and the creation of a democratic political system; perceptions of the civil war during and after Franco; Francoist Spain's role in international politics, etc.). Primary Sources will constitute the core of the required readings – including government documents, newspapers, magazines, memoirs, oral histories, letters, novels, and visual images (photographs, films and paintings). We will also work with secondary sources, interpretative essays (or chapters from books) written by historians. In addition, we will read methodological pieces to learn how historians from various fields (social history, cultural history, political history, et cetera) analyze primary sources.

### **203.301 Early American Identity Crisis**

B. Luskey ---- M 2 - 5

The English girl who became an Indian. The runaway apprentice who became a wealthy statesman. The Massachusetts woman who became a Revolutionary War soldier. The textile worker who became a renowned celebrity. In this course, we will explore both the formation and fluidity of American society between the colonial period and the early nineteenth century. As the categories of race, gender, class, age, and nation underscored the power of certain groups in America , individuals remade their identities, challenging the meanings of these categories and their superiors' authority over their lives. Students will investigate these topics by reading several types of personal narratives, including contemporary autobiographical accounts and historians' attempts to recover the past through biography and “microhistory,” in the process learning the methodologies by which historians examine the lives of individuals in order to understand early America as a whole.

### **203.302 Puritans in England and New England**

A. Zakai ---- T 3 - 6

“The whole destiny of America,” wrote Alexis de Tocqueville, “is contained in the first Puritan who landed on these shores.” These newcomers and the range of their intellectual achievements and failures are still vividly present in American culture. In this seminar we will examine the sources of American Puritanism in the larger context of the English Protestant and Puritan movements of the sixteenth and seventeenth centuries, and analyze how the body of ideas and aspirations they developed in New England were essential in the shaping of American religion, politics, and culture.

### **204.301 History and Memory in American Culture**

S. Klimenko ---- R 1:30 - 4:30

In this seminar, we will explore how Americans have remembered their past from the seventeenth century to the present. We will try to understand what Americans have remembered about their past, the ways in which they have remembered it, why they have remembered it in the way that they have, and how all these aspects of memory have changed throughout American history. We will also try to gain a sense of the role or roles that memory has played in particular American historical circumstances and in American culture as a whole.

### **204.302 Migration and Ethnicity in US History**

R. Natalini ---- W 2 - 5

"Once I thought to write a history of immigrants in America. Then I discovered that the immigrants *were* America." This seminar will explore the endlessly fascinating subject of historian Oscar Handlin's discovery of a half-century ago. It will treat migration and ethnic identity formation as social processes in the framework of multi-directional population movements and encounters across national and trans-national networks--processes that have made ours a multi-cultural society. It will consider the consequences of migration for the men, women, and children who move, those who remain, and those whom migrants encounter. We will begin by exploring ways in which historians and sociologists have conceptualized the nature of population movement and the formation of ethnic identity and then address major topics beginning with the initial European-Native American Indian encounters. Subsequent readings and seminar meetings will address migration between the United States and Africa, Asia, Latin America, and Europe. We will also discuss migration within the United States, focusing on westward expansion in the 19th century and African Americans' northward migration in the 20th century. We will explore important ways historians have conceptualized the subject and how we, as discoverers like Handlin, might go about finding, interpreting, and learning from primary historical sources. We will consider representations of immigration and immigrants in popular culture, including movies, novels, and children's fiction.

### **204.303 Manhood and Masculinity in US**

B. Irvin ---- M 2 - 5

In this course we will chart the history of the male gender in America . Of primary concern will be the dialogic relationship between manhood--the lived experiences of American men--and masculinity--the norms and ideals of manhood constructed by American culture. The course will proceed chronologically, from colonization to the present, tracing the evolution of manhood and masculinity relative to the economic and social development of the United States . Along the

way, several themes will recur. Those themes include the manner in which capitalism, particularly its systems of production and consumption, has shaped gender; the relationships between American men and women in the home and workplace; the impact of the frontier and American expansionism on masculine identities; the hegemonic history of white male heterosexuality relative to the manhood and masculinities of Native Americans, African Americans, and Latinos, and of gay, bisexual, and transgendered men; and, perhaps most significantly, the reaches and limitations of gender as a determinant of individual identity

#### **204.305 Politics, Technology and the Market in 19 th Century America**

A. Greene ---- R 1:30 - 4:30

This course examines the period of American development from approximately 1815 to 1875, focusing on the interplay of politics and technology contributing to national and industrial development during the middle of the century. Topics include transportation infrastructure, urban growth, territorial expansion, railroad construction, and the Civil War.

#### **204.402 Political Culture of American Jews**

A. Kelman ---- T 1:30 - 4:30

Jews are liberal. Jews support Israel . Jews give charity. Jews are upper-middle class. There is a Jewish community. Jews are politically active. Jewish political behavior is dictated by traditionally Jewish values. These are some of the typically accepted characteristics of Jewish life in America , but are they true? Have they always been true? Have they ever been true? If they are true, when and how did they emerge? If they are not true, why do they remain politically pertinent? In this course, we will be examining the political culture of American Jews, paying particular attention to Zionism and Israel , liberalism, feminism, socialism, communism and religion. Essentially the question of the course is: What is the relationship between Jewish concerns and American Politics? Along with reading primary and secondary material, we will be using some theoretical texts to frame our ongoing analysis and direct our written work.

#### **206.301 Power and Civil Society and the End of Colonial Rule in Africa**

C. Babou ---- W 2 - 5

The purpose of this course is to explore one of the most significant events in the 20th century history of Africa : the end of colonial rule on the continent. We will examine the variety of ways in which political freedom was achieved and the forces that spearheaded the movement towards de-colonization. We will look at the intellectual, political, and violent dimensions of the struggle for independence. Topics include: the genesis and development of African nationalism; anti-colonial nationalism and national awakening; the connections between the struggle for political freedom in Africa and the civil rights movement in the United States ; the legacy of empire on the post colony.

#### **206.401 Representations of Chinese Women**

S. Fei ---- R 1:30 - 4:30

This course will explore the history of Chinese women through a series of representations and self-representations, starting with a reading of a 16th-century Chinese erotic novel and ending with an examination of images of Chinese women in contemporary U.S. popular culture. Our reading will alternate between scholarly studies and primary sources, including novels, paintings, didactic texts, personal memoirs, diaries, revolutionary propaganda, artifacts (such as "lotus

shoes"), movies, and academic narratives in order to develop a more sophisticated, if sometimes conflicting, understanding of women's lives and experiences over time and through space. Major inquiries include: how are "Chinese women" defined, negotiated, and contested in these sources? Who produced these images and who consumed them? What are the interpretative limits of each genre for the study of women's history? How do these materials shed light on the gender ideology, family systems, and cultural politics in China? Prior knowledge of Chinese history is welcome but not required.

### **206.402 Cuban Revolution**

D. Brill ---- T 1:30 - 4:30

In the past three decades we have seen the growth of a large body of historical scholarship that explores the impact of the 1959 Cuban Revolution on the histories of Cuba, as well as those of the United States and Latin America. Although the majority look at the political, economic and social histories of the post-1959 period, a number of recent studies use analyses of cultural production in Cuba to assess the relationship between the political changes and the lives of the Cuban people. These range in focus from the role of Castro as a central figure of the Revolution, the construction of Cuban nationalism, the impact of the Revolution on racial and gender equality, the influence of Cuban foreign policy on domestic programs, Cuban attitudes on sexuality, and the role of sports in the construction of Cuban identity. Cultural histories both question and reinforce the periodization of the foundational historiography, examining the appropriateness of using 1959 as a starting point and the impact of other key political moments. In this course we will draw our own conclusions on the significance of 1959 for Cuban and world history by combining readings of monographs and historiographic reviews with our own analyses of primary sources, such as films, poster art, dance performances, educational pamphlets, speeches, and plays.

## **Benjamin Franklin Seminars**

### **212.301 Historians and Historiography**

J. Steinberg ---- M 2 - 5

This course is a reading course in history and theories about the writing of history, which for short we call historiography. Each week we shall read together and discuss the methodological and practical implications of the week's text. Some of the authors are philosophers but others are historians who both write history but also think about what that means theoretically. We shall alternate between works by practicing historians and those by philosophers and theoreticians, who look at history from the outside as a discipline. The object is to refine on our own theoretical apparatus by confronting the positions articulated in the books (and that includes mine). Each student will take it in turn to lead the discussion and after the session will be expected to write a summary of the issues for circulation to other participants. In addition there will be a final examination.

### **214.301 American Modernity**

K. Peiss ---- W 2 - 5

The impulse to “make it new” took root in American culture at the beginning of the 20th century. New artistic and literary movements, emergent technologies of sight and sound, sexual and social experimentation: these and other developments were understood as “the modern.” This course examines the cultural history of American modernity from the 1890s to the 1960s, when a postmodern critique began to be heard. Taking an interdisciplinary approach, students will interpret a wide range of sources that proclaimed, shaped, or challenged modernity. They will also explore the ways ideas about modernity shaped the everyday lives of Americans, especially perceptions of gender, race, family, and national identity. Several short essay and a research project are required.

### **214.302 Urban University Community Relations**

I. Harkavy ---- W 2 - 5

Faculty and Student Collaborative Seminar to Develop a Distinctive Penn Undergraduate Education That Integrates Learning, Teaching, Research, and Service Through Action-Oriented, Real-World, Problem Solving

Inspired by its founder, Ben Franklin, President Judith Rodin has defined Penn's distinctive mission as helping students develop their capacity to integrate theory and practice in humanistic, action-oriented, real-world problem-solving. Since the present Arts and Sciences undergraduate education falls short in this regard, one of the seminar's aims is to help students develop their capacity to solve strategic, real-world problems actively, not simply "scholastically". Among the possible ways to do that are:

- 1) create new academically-based community service courses based on action-oriented, real-world, strategic problem-solving
- 2) synthesize existing, uncoordinated, academically-based community service courses into "learning communities"
- 3) contribute to knowledge through "academic" research on strategic real-world problems

As now envisioned, one outcome of the new Penn undergraduate education the seminar will help develop will be courses designed to stimulate and empower students to produce, not simply "consume", societally-useful knowledge, as well as to function as lifelong societally-useful citizens. Moreover, those courses would be grouped into "learning communities": that is, interrelated, cross-disciplinary, complementary sets of courses focused on related problems. By societally-useful knowledge, we mean knowledge that can be actively used to solve such universal strategic problems as Democracy and Society, Schooling and Society, Health and Society, Poverty and Society, Environment and Society, Culture and Society, etc., as those universal problems manifest themselves locally at Penn and in West Philadelphia/Philadelphia.

## **Other Seminars**

### **307 Gender in Latin America**

A. Farnsworth-Alvear ---- MWF 10 -11

This course will explore ideologies of masculinity and femininity in Latin America from the colonial period to the present. Themes include Mestizaje and the conquest, slavery and the culture of honor, organizing by working-class women, and the political activism of mothers facing authoritarian governments. Readings are chosen for methodological innovation and the authors' contributions to theorizing gender relations as well as for their substantive treatment of women's and men's interaction in specific countries.

### **436.301 Capitalism in Asia since 1500**

D. Ludden ---- TR 3 - 4:30

This course considers the evolution of capitalism in Asia from 1500 to the present. Its conception of Asia includes the Middle East and African regions touching the Indian Ocean . It considers (1) the early-modern vitality of Asian commercial economies and their interactions with Europe, (2) the rise of modern industrial capitalism and its imperial expansion in Asia, (3) the emergence of national economies and their engagement with globalization. Its concentrates on interactions between social and economic change in geographical frames defined by Asian localities, regions, empires, nations, and networks of mobility. It combines lecture, discussion, short weekly writing assignments, and student research on topics of student interest.

### **485.401 Emancipation and Its Aftermath, 1861-1900**

R. Engs ---- T 2 - 5

This seminar is intended for students with some background in US and/or African American history and a specific interest in the evolution of black society and culture between the flawed emancipation of the Civil War era and the beginnings of the Great Migration. This is a crucial period for understanding the re-configuration of national racism after emancipation and for insight into the values, perceptions, and goals that African Americans brought with them as they fled the South for the North and West. During these years they were no longer slaves, but they were still very much “oppressed black Southerners.” What did these realities mean? -For them and for the white majority of America ?

Attention will be given to the evolution of black community, politics and economy from the War, through Reconstruction, and the renewed oppression that followed thereafter. Attention will also be given to the impact of external forces – such as the triumph of Northern capital, the rise of social Darwinism and of the new American imperialism.

## **History Honors Seminars**

### **398.301 Junior Honors in American History**

K. Brown ---- R 1:30 - 4:30

Seminar in which students learn how to do research, collect data, and eventually write an Honors

thesis in the senior year. Instructor's permission required. Please contact Prof. Kathleen Brown for more information and application procedures.

### **398.302 Junior Honors in European History**

M. Hejtmanek ----

### **398.303 Junior Honors in World History**

M. Hejtmanek ---- T 2 - 5

Seminar in which students learn how to do research, collect data, and eventually write an Honors thesis in the senior year. Instructor's permission required. Please contact Prof. Milan Hejtmanek for more information and application procedures.

### **401.301 Senior Honors in American History**

R. St. George ---- TBA

Completion of a Senior Honors Thesis that was begun in the Fall semester. No new admissions to the class.

### **401.302 Senior Honors in European History**

F. Kashani-Sabet ----

### **401.303 Senior Honors in World History (Kashani-Sabet)**

F. Kashani Sabet ---- T 2 - 5

Completion of a Senior Honors Thesis that was begun in the Fall semester. No new admissions to the class.

## **Upper Level Courses**

### **210 The City**

D. Vitiello ---- T 1:30 - 4:30

This course is designed to introduce students to different ways of understanding the past, present, and future of cities with a particular focus on the city in which we live. Readings will be drawn from history, popular literature, journalism, sociology, public policy, and urban planning. Guest speakers, tours, and films will augment our class discussions.

### **219 Literary and Cultural History of Medieval Rus**

Verkholantsev ---- TR 1:30 - 3

This course offers an overview of the literary and cultural history of Medieval Russia from its origins through the Late Middle Ages, a period which laid the foundation for the emergence of the Russian Empire. Three modern-day nations – Russia, Ukraine and Belarus – share the cultural heritage of Medieval Russia, and their political relationships even today revolve around questions of national and cultural identity. The focus of the course will be on the Kievan and Muscovite traditions but we will also note the differences (and their causes) of the Ukrainian and Belarusian cultural histories.

### **250 African Religions**

Ofuso-Donkoh ---- TR 12 - 1:30

Religion permeates all aspects of African life and thought. There is no dichotomy between

religion and society in Africa . Religion is therefore an essential tool for understanding and appreciating the behavior and lifestyle of African peoples. In this course, we will survey some of the indigenous religions of Africa and examine their nature and their philosophical foundations. We will examine African systems of beliefs, myths, symbols, and rituals, as developed by African societies to express their distinctive worldviews. We will also raise a few general questions about the interrelationship of religion and culture as well as religion and social change in Africa , and the challenges of modern technologies to African beliefs. We will examine the future of African religions and analyze the extent to which African peoples can hold on to their beliefs in this age of rapid technological and scientific development. Emphasis will be on themes rather than on individual national or ethnic religions. Case Studies will be limited to West Africa among the Akan of Ghana, the Yoruba of Nigeria and the Mende of Sierra Leone. Questions are provided (a) to guide and direct reading (b) to form the basis for discussions (c) as exercises and (d) for examinations.

### **309 Europe in the Age of Reformation**

T. Safley ---- TR 10:30 - 12

The Protestant Reformation of the 16th century was a watershed in European history. It marked the culmination of centuries of religious, political and social change and had profound institutional and intellectual consequences. We will examine the central teachings and activities of the Protestant reformers against this broad background. Topics will include: medieval traditions of religious protest and reform; social and political changes in the period of the Reformation; the changing role of the Papacy; and the impact of the new technology of printing. Readings will be both primary texts and secondary sources and discussions will be an integral part of the class.

### **335 France : 1815-Present**

K. Stromberg-Childers ---- TR 1:30 - 3

This course explores the political, social, cultural and economic history of modern France since the fall of Napoleon to the integration of the European Union today. Emphasis will be on analysis of the French revolutionary tradition and the conflict between authoritarian and democratic tendencies in the French nation. We will study the chronic political and ideological conflict inherent in 19th and 20th century France , the numerous crises of post-1870 republican regimes, and the extraordinary role that intellectuals have played in the public and political life of the country. The cultural and social life of women and men in modern France will also be explored through novels and other historical sources.

### **342 European Intellectual History, 1300-1600**

A. Moyer ---- TR 10:30 - 12

This course will examine the formation of European traditions of scholarship and letters, including medieval, Renaissance and early modern writings. Topics will include court literature and romance; scholastic thought and university scholarship; political thought; the humanist tradition. It will consider the rise of printing, the formation of the "republic of letters," and the development of popular literature .

### **344 20th Century European Intellectual History**

J. Sessions ---- MW 3 - 4:30

This course will explore the intellectual and cultural history of Europe between 1870 and 1962. We will take a socio-cultural approach to this history, using primary and secondary readings to examine how European intellectuals, artists, writers, and other cultural actors contributed and responded to major developments of the early 20th century. Among the historical themes for consideration are psychology and the self; feminism, gender and sexuality; the mass politics of socialism, fascism, and totalitarianism; race, empire and decolonization. Possible readings include Darwin, Freud, Woolf, Sartre, and Fanon.

### **353 Black Atlantic: From the Haitian Revolution to Garveyism**

S. Hahn ---- MW 10 - 11

This course will explore the role of peoples of African descent in the making and transformation of the Atlantic world between the revolutionary era of the late 18 th century, which saw the establishment of the first black republic in the Western Hemisphere, and the early decades of the 20 th century, when a new pan-African consciousness emerged. We will look at the roles that slavery and the slave trade played in marking the boundaries of a black Atlantic, and we will pay special attention to the part that peoples of African descent played both in the struggles against slavery in the Americas and in the struggles to define the meanings of freedom and peoplehood there and elsewhere.

### **363 Civil War and Reconstruction**

R. Engs ---- MW 12 - 1

Investigation of the major ingredients-political, social, and economic-leading to the sectional crisis and war, an analysis of the war and leadership on both sides, and the major issues of Reconstruction.

### **373 America in the 1960s**

T. Sugrue ---- MW 11 - 12

This course examines the political, cultural, and intellectual history of America between 1954 and 1974. It considers the civil rights movement, the New Frontier and Great Society, the Supreme Court and right politics, the rise of the New Right, the debate over Vietnam, student radicalism, sexual liberation movements, black power, the counterculture, the urban crisis, and white backlash. The course emphasizes the transformation of liberalism and the revitalization of conservatism, and the tensions between integration and separatism, between libertarianism and communitarianism that shaped the social movements of the sixties.

### **386 South Asia : Religion and Politics**

D. Ludden ---- TR 10:30 - 12

This advanced course for students with sound survey knowledge of South Asian history considers the interaction of religious ideas, organization, and leadership with political institutions, movements, and transformations from medieval times to the present. It concentrates on discovering what learning from past contributes to understandings of the present. It focuses particularly on three sets of issues: how people deploy religion politically, how states influence religious collectivities, and how social change inflects religious mobilization. We consider medieval bhakti movements, early modern Sikhs and Marathas, British India , Partition, and contemporary Bangladesh , India , Pakistan , Nepal , and Sri Lanka . Student coursework includes about 200 pages of reading weekly, intense class discussion, and three 5-7 page essays,

for which drafts are required from all students, though WATU credit is optional.

#### **408 World of Dante**

E. Peters ---- M 2 - 5

The course will focus on the life and most of the literary and philosophical works of Dante Alighieri (1265-1321), a Florentine and Tuscan political figure, moral philosopher, poet, and exile, as well as on those of some of his predecessors and contemporaries. It will also deal with an extended world of Dante, that is, the immediate Florentine and Tuscan setting of most of his life, and on the larger spatial and chronological world of his perspective on Europe. Dante's son Pietro called his father a "theologian, philosopher, and a poet." To be either or both of the first two of these required a mental horizon far wider than that of Florence or Tuscany, and our course will reach out into those areas of the world in which philosophy and theology had a recognized existence and the means by which Dante got them and how he and others used them. Lectures and discussions, with weekly reports, a research paper, and a shorter essay.

#### **416 European Intellectual History in the 18th Century**

A. Kors ---- TR 12 - 1:30

A survey, based solely on primary sources, of the main currents of eighteenth-century European thought: deism; natural religion; skepticism; evangelical revival; political reform; Utilitarianism; materialism. The course will focus on works widely-read in the eighteenth century and of enduring historical significance.

#### **441 North American Colonial History**

K. Brown ---- TR 10:30 - 12

A survey of the development of American colonial society, 1607-1750, with emphasis on the regional differences between life in early New England, the Mid-Atlantic, and the South, as well as the relationships between British colonists, Native Americans, and African Americans.

#### **442 American Revolution**

R. Beeman ---- TR 9 - 10:30

An investigation both of the causes of the American Revolution and of the social and political dynamics unleashed by that conflict

#### **443 American National Character**

M. Zuckerman ---- TR 10:30 - 12

Who ARE the Americans, anyway? And are they still what they once were? The course will consider some classic and modern theories of American identity. It will address some allegedly quintessential expressions of this elusive, perhaps essential idea, in Puritanism, Jefferson, Franklin, and Whitman. And it will examine contemporary West Philadelphia to see if the old characterizations still apply in a new day (or ever did apply outside small-town American among affluent white males). Work in, and observation of, a local school will be an integral part of the course.

#### **463 History of American Education**

M. Katz ---- T 2 - 5

A survey of the history of American education from the Colonial Period to the present. Special

emphasis on the relations between education and major themes in social history.