HISTORY

haverford.edu/history

The Haverford History Department encourages students to explore the curriculum and master skills in what we might consider three broad areas of pursuit: i) Evidence ii) Experience and iii) 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 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 revision 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.
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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.

Students take any two 100-level courses, which introduce both historical materials and the skills we expect in the major.

They then take seven 200- and 300-level courses, of which at least two must be 300-level seminars. Students should take at least one of their 300-level seminars by the second semester of the junior year. Students select courses from different fields of concentration, e.g., European history, U.S. history, East Asian history, Latin American history, history of science and medicine. Students can also design a field based on courses offered at Haverford, Bryn Mawr, and Swarthmore. Students who study overseas often take advantage of courses abroad to enrich their major. All majors must complete three geographic, temporal or thematic fields by taking two courses (above the 100 level) within a field to complete that field requirement.

Over the course of 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 advisers to write and revise their theses.

SENIOR PROJECT
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 400A, 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 400B, a supervised research and writing seminar that builds on the work they completed in fall semester. Working under the guidance of faculty advisers, 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 advisers.

Senior Project 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 Project Assessment
A student’s faculty advisers 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 honor-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 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.

FACULTY
Darin Hayton
Chair & Associate Professor

Paul Farber
Visiting Assistant Professor

Andrew Friedman
Associate Professor

Linda Gerstein
Professor

Nicholas Gliserman
Visiting Assistant Professor

Lisa Graham
Frank A. Kafker Associate Professor

Alexander Kitroeff
Associate Professor

James Krippner
Professor

Emma Lapsansky-Werner
Emeritus Professor of History; Emeritus Curator of the Quaker Collection
HISTORY

Bethel Saler
Associate Professor

Paul Smith
John R. Coleman Professor of Social Sciences

Terry Snyder
Visiting Associate Professor

COURSES
HISTH111 INTRODUCTION TO WESTERN CIVILIZATION
Lisa Graham, Linda Gerstein
The fall-semester course is a survey of Western Civilization from the fall of Rome to the sixteenth century. It focuses on the institutional and intellectual dimensions of the western tradition, by closely interrogating both primary sources and secondary accounts. The second semester of this course (which may be taken independent of the first semester) picks up at the beginning of the sixteenth century and goes to the present. It explores the development of the modern European world. Social Science (SO)

HISTH114 ORIGINS OF THE GLOBAL SOUTH
James Krippner
This course examines the first phase of “globalization” in world history, covering approximately the years from 1300-1800. During the first half of the semester, we will analyze the interconnections and distinct trajectories of core regions within the ancient and medieval world, focusing on Asia, Africa and the Americas. In the second half of the semester we will assess the economic, social and cultural relationships negotiated during the emergence of Iberian (Portuguese and Spanish) colonialism and the redefinition of the Atlantic World in the centuries following 1492. The course concludes with an intensive study of the Haitian Revolution (1791-1804), the first successful anti-colonial revolution in world history and one of several late-eighteenth century popular rebellions signaling the dawn of modernity. Social Science (SO)

HISTH115 POSTCARDS FROM THE ATLANTIC WORLD
Bethel Saler
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. Social Science (SO)

HISTH117 MODERN MEDITERRANEAN HISTORY
Alexander Kitroeff
This course examines the ways the countries & peoples of the Mediterranean region—Southern Europe, North Africa and the Middle East—responded the main events & trends in the C19th-20th: the French Revolution, the Industrial Revolution, nationalism, imperialism, fascism, the two world wars, the Cold War, anti-colonialism. The Mediterranean lies between Europe, Africa and Asia geographically but also in a normative sense, representing a region whose historical trajectory echoed that of the developed West but also the colonized, less developed East. Its study, therefore, enables students to understand the main historical trends in the modern era on a global scale. Social Science (SO)

HISTH118 INTRODUCTION TO THE HISTORY OF SCIENCE
Darin Hayton
Although science is an essential characteristic of the modern world, it took nearly 4000 years to attain that status. This course surveys various sciences in the past focusing on both how and why humans have interrogated the natural world, how they have categorized the resulting knowledge, and what uses they have made of it. Topics can include science and medicine in antiquity, Islamic sciences, Byzantine and medieval sciences, early-modern science and the Scientific Revolution. Social Science (SO)

HISTH119 INTERNATIONAL HISTORY OF THE UNITED STATES
Andrew Friedman
This course surveys the international history of the United States in the 20th century. It encourages students to conceptualize U.S. history as a series of transnational encounters and systems that transcend national borders. Capitalism, the environment, 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
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analytical skills working with primary texts. Social Science (SO)

HISTH120 CONFUCIANIZING CHINA: INDIVIDUAL, SOCIETY, AND THE STATE
Paul Smith
A survey of philosophical, literary, legal, and autobiographical sources on Chinese notions of the individual in traditional and modern China. Particular emphasis is placed on identifying how ideal and actual relationships between the individual and society vary across class and gender and over time. Special attention will be paid to the early 20th century, when Western ideas about the individual begin to penetrate Chinese literature and political discourse. Social Science (SO)

HISTH200 MAJOR SEMINAR: APPROACHES TO THE STUDY OF EAST ASIAN CULTURES
Hank Glassman, Paul Smith
This course introduces current and prospective majors and minors to ways of studying East Asian cultures. It employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography and the formulation of research topics and approaches. It culminates in a substantial research essay. Required of East Asian Languages and Cultures majors and minors, but open to others by permission. The course should usually be taken in the spring semester of the sophomore year. This course satisfies the EALC departmental writing requirement. Prerequisite(s): required of East Asian Languages and Cultures majors and minors; open to History majors and other interested students. Crosslisted: East Asian Languages and Cultures; Humanities (HU)

HISTH203 THE AGE OF JEFFERSON AND JACKSON, 1789-1850
Bethel Saler
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. Social Science (SO)

HISTH204 HISTORY OF GENDER AND U.S. WOMEN TO 1870
Bethel Saler
This course surveys the history of American women from the colonial period through 1870. We will consider and contrast the lives and perspectives of women from a wide variety of social backgrounds and geographic areas as individuals and members of families and communities, while also examining how discourses of gender frame such topics as colonization, slavery, class identity, nationalism, religion, and political reform. Social Science (SO)

HISTH208 COLONIAL LATIN AMERICA
James Krippner
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. Social Science (SO)

HISTH209 MODERN LATIN AMERICA
James Krippner
Social Science (SO)

HISTH215 SPORT AND SOCIETY
Alexander Kitroeff
This course examines the interrelationship of sport and society from a historical perspective and on a global scale, from the late C19th to the early C21st with a focus on the Olympics and the World Cup. It is divided into three segments. The first consists of a history of modern sport focused thematically on key issues that have shaped the interrelationship of sport & society. The second segment introduces students to the history & historiography of the modern Olympics and the World Cup. In the third segment we will discuss the use of primary materials in the study of sports and then students will select their own Olympic Games-related topic on which they will make an in-class presentation and write a research-based paper. Prerequisite(s):
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HISTH223 OLD AGE IN THE MODERN AGE
Terry Snyder
This course provides a survey on the history of aging in the United States from the seventeenth through the twentieth century. The class will examine broad consideration of aging through lenses of historical, community, and care perspectives. It will begin with introductory context of age inventions regarding childhood, adolescence and middle age/mid-life. We will look at shifting theories and attitudes on age. We will examine issues of demographics and poverty among the elderly, as well as health care and social assistance programs. Further investigation on the impact or roles of race, ethnicity and religion will be considered. We will explore the influence of industrialization, retirement, and experience in shaping ideas of age and the lived experience. Finally, we will examine these ideas on aging through a close reading of historical case studies of past and current Philadelphia CCRC’s (Continuing Care and Retirement Communities). Social Science (SO)

HISTH225 EUROPE: 1870-1914
Linda Gerstein
Topics included are Marxism, the Dreyfus Affair, Imperialism, Sexual Anxiety, and Art Nouveau. Social Science (SO)

HISTH226 TWENTIETH CENTURY EUROPE
Linda Gerstein
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. Social Science (SO)

HISTH229 CULTURES OF POWER IN EARLY MODERN EUROPE
Lisa Graham
Social Science (SO)

HISTH231 THE AGE OF ENLIGHTENMENT
Lisa Graham
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. Social Science (SO)

HISTH237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE
Darin Hayton
Rather than dismiss witchcraft and the occult sciences as irrational beliefs, this course investigates them within the context of early modern Europe to understand them as rational practices. How did people defend magic and what evidence did they invoke? Why did people accuse each other of practicing witchcraft? How were arguments for and against occult practices related to religious, political, and geographic contexts? What role did ideas about gender and social roles play in ideas about witches, necromancers, and sorcerers? Equally important for this class: If we no longer accept these practices as valid, why do we still care today? Social Science (SO)

HISTH240 HISTORY AND PRINCIPLES OF QUAKERISM
Emma Lapsansky
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. Social Science (SO)

HISTH241 VISUAL HISTORIES OF THE CIVIL RIGHTS MOVEMENT
Paul Farber
This course examines the history of the U.S. civil rights movement through the framework of visual culture. We will explore historical dynamics of racial struggle, spectacle, and social action within the fields of photography, film, television, and print culture. Social Science (SO)

HISTH244 RUSSIA FROM 1800-1917
Linda Gerstein
Topics considered include the culture of serfdom, Westernization, reforms, modernization, national identities, and Revolution. Social Science (SO)

HISTH245 RUSSIA IN THE 20TH CENTURY
Linda Gerstein
Continuity and change in Russian and Soviet society since the 1890s. Major topics: the
revolutionary period, the cultural ferment of the 1920s, Stalinism, the Thaw, the culture of dissent, and the collapse of the system. Humanities (HU)

**HISTH254 HARVEST OF EMPIRE: U.S. HISTORY, 1898-PRESENT**  
*Andrew Friedman*  
In this interdisciplinary course, students will study the history of U.S. foreign policy and the history of U.S. migration as a single body of national experience. Conceiving the international history of the country broadly, we will explore how the U.S. formed itself and how it was formed as a nation in a world context. Social Science (SO)

**HISTH259 COLLECTING AND DISPLAYING NATURE**  
*Darin Hayton*  
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. Social Science (SO)

**HISTH264 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES**  
*Terry Snyder*  
Spectacles reflect, influence, and change cultural experiences, meaning, and understanding. This course will consider the materiality of spectacular nineteenth century US events through critical examination of historical accounts, primary research, and close readings of objects. Crosslisted: ANTH; Social Science (SO)

**HISTH268 WAR AND MILITARY CULTURE IN CHINA**  
*Paul Smith*  
This course surveys the role of war and the tension between civil and martial values in Chinese history, the place of China’s military arts and sciences in global history, and literary and biographical representations of China’s experience of war. Prerequisite(s): sophomore standing or higher; Crosslisted: East Asian Languages & Cultures; Social Science (SO)

**HISTH308 HOW TO BUILD A MONUMENT**  
*Paul Farber*  
A history of modern monuments explored through case studies of form, function, and public debate.

We will focus on 1876–present, at both U.S. and transnational sites of memory, in order to examine shifts in national and civic monumental practices. Social Science (SO)

**HISTH310 POLITICAL TECHNOLOGIES OF RACE AND THE BODY**  
*Andrew Friedman*  
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: HLTH; Social Science (SO)

**HISTH317 RELIGION, POWER AND POLITICS IN LATIN AMERICA**  
*James Krippner*  
This course analyzes the connections between religion, power and politics across Latin America from the sixteenth century through the recent past. Topics to be considered include Christianity and colonization; the Inquisition and religious persecution; abolitionism and the end of slavery; the emergence of Liberation Theology and its intersection with resistance, rebellion and revolution on the popular level; and recent efforts at post conflict reconciliation and peace building. Social Science (SO)

**HISTH333 HISTORY AND THEORY**  
*Bethel Saler*  
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. Social Science (SO)

**HISTH347 OUTLAWS AND WARRIORS IN MEDIEVAL CHINA AND JAPAN**  
*Paul Smith*  
Topic: Outlaws and Warriors in Medieval China and Japan. Social Science (SO)
HISTH350 COURTLY SCIENCE IN EARLY MODERN EUROPE  
_Darin Hayton_
The early modern court was the site of pageantry, intrigue, and the production of scientific knowledge. This seminar examines how the rules that structured courtly and dynastic politics also shaped the production of natural knowledge. Science, in other words, as courtly performance. Social Science (SO)

HISTH356 EUROPE 1870-1914; MARXISM, IMPERIALISM, ART NOUVEAU, AND THE NEW SEXUALITY  
_Linda Gerstein_
Social Science (SO)

HISTH357 TOPICS IN EUROPEAN HISTORY: NATIONALISM AND MIGRATION  
_Alexander Kitroeff_
Seminar meetings, reports, and papers. May be repeated for credit with change of topic. Social Science (SO)

HISTH358 TOPICS IN ENLIGHTENMENT HISTORY  
_Lisa Graham_
This course explores the field of Enlightenment History in the European and Atlantic worlds. Topics will rotate to reflect current debates. The seminar reflects the interdisciplinary nature of the field through readings in primary sources, historical scholarship, and theoretical texts. Social Science (SO)

HISTH400 SENIOR THESIS SEMINAR  
_Staff_
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 enrolled in the two-semester option 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. Social Science (SO)