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 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.
HISTORY

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 advisors 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 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 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 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.

HISTORY

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
Andrew Friedman
Associate Professor

Linda Gerstein
Professor

Lisa Graham
Frank A. Kafker Associate Professor

Darin Hayton
Chair & Associate Professor

Alexander Kitroeff (on leave 2017-2018)
Associate Professor

James Krippner
Professor

Emma Lapsansky
Emeritus Professor of History; Emeritus Curator of the Quaker Collection

Bethel Saler
Associate Professor
European controversial the increasingly second Americas semester, drew eighteenth centuries, the medieval historical globalization This James SOUTH explores the the This Social HIST Science H114 explores the sixteenth first course secondary century. It examines the development of the modern European world. (Offered Fall 2017)

**COURSES**

**HIST H111A INTRODUCTION TO WESTERN CIVILIZATION**  
*Lisa Graham*  
Social Science (SO)  
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. (Offered Fall 2017)

**HIST H111B INTRODUCTION TO WESTERN CIVILIZATION**  
*Linda Gerstein*  
Social Science (SO)  
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. (Offered Spring 2018)

**HIST H114 ORIGINS OF THE GLOBAL SOUTH**  
*James Krippner*  
Social Science (SO)  
This course analyzes the first phase of globalization in world history, a complex historical process rooted in the ancient and medieval worlds, initiated and consolidated from the mid-fifteenth through the seventeenth centuries, and redefined over the course of the eighteenth century as the “early modern” era drew to a close. During the first half of the semester, we will examine Asia, Africa and the Americas prior to the emergence of Iberian (Portuguese and Spanish) colonialism. In the second half of the semester we will assess the increasingly interconnected world negotiated in the centuries after 1492, a useful though controversial date signifying the start of sustained European overseas expansionism and the construction of a world linked in unprecedented ways. The course concludes with an investigation into 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. (Offered Fall 2017)

**HIST H115 POSTCARDS FROM THE ATLANTIC WORLD**  
*Bethel Saler*  
Social Science (SO)  
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 2017)

**HIST H117 MODERN MEDITERRANEAN HISTORY**  
*Alexander Kitroeff*  
Social Science (SO)  
This course studies the Mediterranean region in the twentieth century and the ways its countries and peoples experienced the transition to modernity by focusing on: the collapse of the Ottoman Empire; Italian fascism & colonial policies; the Spanish civil war; WWII German occupation & local resistance; the Cold War; the Algerian revolution; Egypt from Nasser to the Muslim Brotherhood; Southern European student and women’s movements in the 1960s & 1970s. (Typically offered every other spring)

**HIST H118 INTRODUCTION TO THE HISTORY OF SCIENCE**  
*Darin Hayton*  
Social Science (SO)  
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. (Typically offered every year)

**HIST H119 INTERNATIONAL HISTORY OF THE UNITED STATES**  
*Andrew Friedman*  

*Paul Smith*  
John R. Coleman Professor of Social Sciences  

*Terry Snyder*  
Visiting Associate Professor and Librarian of the College  

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Social Science (SO)
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 analytical skills working with primary texts. (Offered Spring 2018)

HIST H208 COLONIAL LATIN AMERICA
James Krippner
Social Science (SO)
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 1820s, 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. (Typically offered every other year)

HIST H209 MODERN LATIN AMERICA
James Krippner
Social Science (SO)
(Offered Spring 2018)

HIST H215 SPORT AND SOCIETY
Alexander Kitroeff
Social Science (SO)
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): One social science introductory course, or instructor consent. (Not offered 2017-18)

HIST H223 OLD AGE IN THE MODERN AGE
Terry Snyder
Social Science (SO)
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). (Offered occasionally)

**HIST H225 EUROPE: 1870-1914**  
*Linda Gerstein*  
Social Science (SO)  
Topics included are Marxism, The Dreyfus Affair, Imperialism, Sexual Anxiety, and Art Nouveau. (Not offered 2017-18)

**HIST H226 TWENTIETH CENTURY EUROPE**  
*Linda Gerstein*  
Social Science (SO)  
The emergence of the culture of Modernism; revolutionary dreams and Stalinist nightmares in Russia; Fascism; the traumas 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 2018)

**HIST H228 THE FRENCH REVOLUTION**  
*Lisa Graham*  
Social Science (SO)  
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 2018)

**HISTORY**

**HIST H237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE**  
*Darin Hayton*  
Social Science (SO)  
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? (Typically offered every other year)

**HIST H240 HISTORY AND PRINCIPLES OF QUAKERISM**  
*Emma Lapsansky*  
Social Science (SO)  
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 Spring 2018)

**HIST H244 RUSSIA FROM 1800-1917**  
*Linda Gerstein*  
Social Science (SO)  
Topics considered include the culture of serfdom, Westernization, reforms, modernization, national identities, and Revolution. Crosslisted: History, Russian (Typically offered every other year)

**HIST H245 RUSSIA IN THE 20TH CENTURY**  
*Linda Gerstein*  
Social Sciences (SO)  
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. (Offered Fall 2017)
HIST H257 THE SCIENTIFIC REVOLUTION
Darin Hayton
Social Science (SO)
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 or instructor consent. (Offered Spring 2018)

HIST H258 PLAGUES, DISEASES, AND EPIDEMICS IN HISTORY
Darin Hayton
Social Science (SO)
Virulent and terrifying epidemics are a recurring problem throughout history. This course examines the theories and strategies that people developed to explain the advent and spread of individual plagues and epidemics. The outbreaks of the Black Death, the French Disease (syphilis), typhoid and scarlet fevers, and most recently AIDS provide opportunities to examine how societies understand and categorize diseases. (Offered Fall 2017)

HIST H264 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES
Terry Snyder
Social Science (SO)
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: Anthropology, History (Offered Fall 2017)

HIST H268 WAR AND MILITARY CULTURE IN CHINA
Paul Smith
Social Science (SO)
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. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s):

HISTORY
Sophomore standing or above, or instructor consent. (Typically offered every three years)

HIST H273 EAST ASIA'S GLOBAL WARS: OPIUM WAR TO VIETNAM
Paul Smith
Social Science (SO)
This course explores the violent century spanning the Opium War (1839-1842); Japan’s wars with Korea, Russia, and China (1894-1930s); America’s entanglement with China and Japan in WW II; and the continued East Asian wars in Korea (1950-1953) and Vietnam (1945-1975). Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing or above, or instructor consent. (Offered Fall 2017)

HIST H279 U.S. HISTORY, 1973-PRESENT
Andrew Friedman
Social Science (SO)
Scholars across fields date a crucial set of historical and cultural changes in American and global history to the year 1973. This course offers a survey of these transformations, from 1973 to the present time. Prerequisite(s): At least one 100-level course in the humanities or social sciences, or instructor consent. (Offered Spring 2018)

HIST H317 TOPICS IN LATIN AMERICAN HISTORY: VISIONS OF MEXICO
James Krippner
Social Science (SO)
This course investigates representations of Mexico and “Mexicanidad” (Mexicanness, or Mexican identity), from the 19th century emergence of modern Mexico through the twenty first century present. Our approach will be situated at the intersection of the history of images, visual culture studies and social history. We shall analyze photography, film, art, and literature, in order to understand the emergence of modern Mexico as well as various historically situated representations of “Mexicanidad.” Though focused on the history of Mexico, the course will conclude with a discussion of literary and visual representations of Mexican migrants to the United States. The course will introduce you to several examples of superb recent scholarship using visual culture to analyze Mexican history. However, the primary goal is to provide you the space and guidance you need to pursue your own research interests. (Typically offered every other year)
HIST H347 TOPICS IN EAST ASIAN HISTORY: QUAKERS IN EAST ASIA
Paul Smith
Social Science (SO)
The principal goal of this research seminar is to explore Haverford’s rich Quaker archive as a source of first-hand information about East Asia from the late 19th through the mid-20th century. We will collectively survey the major documentary holdings, supplemented by material in the American Friends Service Committee archives, as a prelude to your individual research projects on aspects of the Friends’s educational, social, medical, and evangelical missions in China and Japan and what they tell us about East-West relations in an era of imperialism and war. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above, or instructor consent. (Offered Fall 2017)

HIST H350 INSANITY
Darin Hayton
Social Science (SO)
How did people in pre-Modern Europe tell if somebody was mad (insane)? Who got to decide? What were the signs? Did people recover? This seminar explores these questions and seeks to understand better how and why people have been labeled “insane.” (Offered Fall 2017)

HIST H356 TOPICS IN EUROPEAN HISTORY: EUROPEAN MODERNISM, 1913-1937
Linda Gerstein
Social Science (SO)
The crisis of Modernism: literature, art, film, music after the shock of World War I and the Russian Revolution, and the suppression of Modernism by 1937 in Nazi Germany and Stalinist Russia. (Offered Fall 2017)

HIST H357 TOPICS IN EUROPEAN HISTORY: NATIONALISM AND MIGRATION
 Alexander Kitroeff
Social Science (SO)
This course examines the ideas of the nation and citizenship in France, Germany, Greece and Italy from 1789 to the present. It covers the history of nationalism chronologically, on the two categories of “civic” (or political) and “cultural” (or ethnic) nationalism so important in understanding the way nations define themselves as who are its citizens. It tests the civic / cultural concept of nationalism by looking at how those countries treated the challenge posed by the post-WWII arrival of immigrant communities Algerians in France, Turks in Germany, Albanians in Greece. (Typically offered every other year)

HIST H358 TOPICS IN ENLIGHTENMENT HISTORY: THE SELF BEFORE THE SELFIE
Lisa Graham
Social Science (SO)
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. (Offered Spring 2018)

HIST H400 SENIOR THESIS SEMINAR
Lisa Graham
Social Science (SO)
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. (Offered Fall 2017)