

Faculty

Eliza J. Ablovatski
Assistant Professor

Christopher D. Barth
Adjunct Instructor

Jeffrey A. Bowman
Chair, Associate Professor;
John B. McCoy-Bank One
Distinguished Teaching Professor

Kevin M. Britz
Assistant Professor of American Studies

Reed S. Browning
Professor (on leave, second semester)

Sylvie Coulibaly
Visiting Instructor

Ruth W. Dunnell
Storer Associate Professor of Asian History (on leave)

Nurten Kilic-Schubel
Visiting Assistant Professor

Bruce L. Kinzer
Professor

Matthew W. Maguire
Andrew W. Mellon Assistant Professor of History and IPHS

Glenn M. McNair
Assistant Professor

Peter M. Rutkoff
Robert A. Oden Jr. Professor of American Studies

Kai P. Schoenhals
Professor Emeritus

William B. Scott
Professor

Wendy F. Singer
National Endowment for the Humanities Distinguished Teaching Professor

William Suarez-Potts
Assistant Professor

Stephen Carl Volz
Assistant Professor

Roy T. Wortman
Professor Emeritus

As historians we look for and examine what women and men of the past have left behind, what they have created, and what marks they have left on the world. We listen to the stories others have told, look at the pictures others have painted of those pasts. We shape and articulate our own narratives and understandings of historical evidence. We discern and analyze varieties of and connections among human experiences. Through departmental course offerings, the major, and participation in interdisciplinary studies, we teach students to join us in exploring the world's past. We encourage off-campus study and foreign language study, sponsor diverse speakers, and arrange formal and informal gatherings to encourage students to reflect on the human past as a way to understand their world.

New Students

Courses numbered between 100 and 199 are designed as introductory courses, suitable both for those who plan further work in the field and for those who intend to enroll in only one history course during their college career. The department recommends them as appropriate first courses. Nevertheless, unless otherwise noted, all courses numbered below 300 are open to any interested student. Courses numbered from 300 to 499 are seminars. Enrollment in seminars is limited and, except in unusual circumstances, first-year students will not be admitted to them. Look for the ♦ symbol, which designates those courses particularly appropriate for first-year students or

upperclass students new to the history department curriculum.

Principles of the Major

The department believes that a sound history curriculum presents the following seven elements: (1) authentic research and writing opportunities; (2) a variety of classroom interactions; (3) a blend of studies focusing on breadth with studies focusing on depth; (4) opportunities to learn about different world cultures; (5) engagement with events that occurred well before recent times; (6) an introduction to the ways historians do their work and the theoretical considerations that undergird that work; and (7) an obligation to integrate the various discrete courses that the curriculum offers. The requirements for the major are designed to assure that all history majors experience these elements.

Requirements for the Major

History majors at Kenyon must receive credit for at least 5.5 units of work in courses taught by the history department or in extra-departmental courses approved by the history department. (No more than 1 unit may be earned outside the department. For information on nondepartmental courses that count for history credit, see the department chair.) The 5.5 required units must include: 2 units of work in a field within the major; the .5-unit course on the Practice and Theory of History (HIST 387 or 388; or HIST 397 or 398, the Junior Honors seminar on Practice and Theory of History); and the Senior Research Seminar or the Senior Honors Seminar. While taking the courses that meet the requirements in the previous sentence, history majors must make sure to meet the following three distribution requirements: at least 1 unit in Asia and/or Africa;

at least 1 unit in Europe and/or the Americas; at least 1 unit in pre-modern courses. The student majoring in history must also, while pursuing the program outlined above, complete at least one advanced seminar (i.e., any seminar except the foundation seminars, HIST 387, 388, 397, 398, and HIST 490, 497, 498).

Fields within the Major (2 units)

The purpose of fields is to give students the opportunity to organize their history courses into a coherent thematic or geographic area of specialization within the major. When students declare a major, they will submit to the department chair and their department advisor a brief proposal that defines their anticipated field. The field proposal identifies: (1) the geographic comparative area that the student will explore; (2) the courses that the student proposes to take to complete the field; (3) the reasons for these choices; and (4) the role, if any, that off-campus study will play in the field. Students may select their field from the list below:

Regional: Americas (Latin America, U.S.), Asia, Europe, Africa and African-American
Comparative: Medieval, Women's and Gender, Colonial/Imperial

Senior Exercise

The Senior Exercise in history is usually conducted in the spring semester. The Senior Exercise consists of: (1) a newly prepared and significantly revised version of the research paper completed in the Senior Seminar, along with a brief explanation of the chief ways it differs from the Senior Research Seminar paper, and (2) a forty-five minute oral examination that will focus on prominent themes in the student's concentration and their relation to the student's research project. For details, contact the history department in Seitz House.

Honors

Prior to their senior year, honors candidates should have completed HIST 397 or 398. In their senior year, honors candidates enroll in HIST 497 and 498. Students interested in writing for honors in history should speak with their advisor or the department chair. Honors seminars can be used to meet general major requirements. Senior Honors fulfills the senior research seminar requirement.

The History Minor

A minor in history will consist of at least 2.5 units (typically five courses), which include:

1. At least .5 unit in premodern and .5 unit in modern history (as defined in the *Course of Study*)
2. Practice and Theory of History (HIST 387 or 388, .5 unit)
3. At least two other courses, one of which must be a seminar, above the level of the foundation surveys and seminars (e.g., a 200-level survey and a 300-level seminar)
4. Courses with at least two different professors and in two different fields or areas of the world. (A minor should include no more than three courses taken with the same professor, and at least one course in a different field or region.)
5. No more than .5 unit from outside the history department (i.e., a course with a non-HIST prefix)

Students desiring to declare a minor in history should consult with the chair of the department.

Advanced Placement

Students who have received Advanced Placement (AP) scores of 4 or 5 in American and/or European history have the following opportunities: (1) they may enroll directly in courses in their AP field above the foundation-course level; and (2) they may apply .5 unit of AP credit toward the distribution requirements.

Off-Campus and Foreign Language Study

Faculty members in the department believe that study in another country strengthens academic work in history. Students may meet the above requirements with courses taken off campus, but only with departmental approval. If you contemplate off-campus study, either in the summer or during the regular academic year, you should consult with your advisor to clarify whether or not you may receive departmental credit for off-campus work. History majors should give serious consideration to foreign-language study. Up to .5 unit of advanced foreign-language study may count toward a concentration in the major. Foreign-language competence not only enriches study abroad, it enhances opportunities for historical research at Kenyon.

Year Course

Global Cities Seminar: Americans in Paris

HIST 405Y-406YD (1 unit)
Rutkoff, Scott

The inaugural seminar in a new Kenyon program—the Global Cities Seminar—will study the cosmopolitan settings and cultural crossroads of major urban centers. The focus of the course will change yearly, and for 2006-07 the subject will be “Americans, Black and White, in Paris.” This year-long seminar, available to history and American Studies senior majors on first priority, will examine the intersection of American and French history from the end of the nineteenth to the middle of the twentieth century. The focus will be on the experience of black and white American artists in Paris, their interconnections with French avant-garde art and life, the lessons they took with them, and the ones they learned. The seminar will have two important components. The first is a week-long fieldwork experience in Paris during the last week of winter break, and the second the

creation of a global cities Web site that future classes in the program will build upon. This course is the same as AMST 405Y-406YD, in the American studies curriculum, and may be taken for credit in either history or American studies. Prerequisite: permission of the instructors based on written application.

First-Semester Courses

Foundation Surveys

United States History, 1492-1865

◆ HIST 101D (.5 unit)
Scott

This course is a thematic survey of United States history from European conquest through the Civil War. Through lectures, discussions, and readings, students will examine the nation's colonial origin, the impact of European conquest on the native peoples, the struggle for national independence, and the formation of a national government. The second half of the course will focus on the making of a modern democratic nation. Topics will include the expansion of the market economy, chattel slavery, and the factory system. The course will also examine early urbanization, the rise of egalitarianism, westward expansion, the Second Great Awakening, the first women's movements, and the abolition of slavery. The course concludes with an account of the Civil War and the Lincoln administration. No prerequisites. (Fulfills portion of history major foundation survey and premodern requirement.) This course is the same as AMST 101D, listed in the American Studies Concentration.

Colonial Latin America: 1400-1810

HIST 120 (.5 unit)
Suarez-Potts

This course is an introduction to the history of Latin America's colonial period. The course begins with an overview of the century before the first encounters between European

and indigenous peoples in the New World, and traces major political and economic developments in the Americas and the Atlantic world that contributed to the shaping of specific social formations in South America, Mexico, and the Caribbean Basin from the sixteenth through the eighteenth centuries. The course will consider not only the establishment and evolution of dominant institutions such as the colonial state and church, but also racial and gender relations that characterized the colonial societies of Brazil and Spanish America.

History of the Early Middle Ages: Europe and the Mediterranean, 300-1100

◆ HIST 126 (.5 unit)
Bowman

This course surveys the history of the early Middle Ages. Relying mainly on a wide range of primary sources, it traces the broad contours of 500 years of European and Mediterranean history. The course covers the gradual merging of Roman and Germanic cultures, the survival of Roman ideas during the Middle Ages, the slow Christianization of Europe, monasticism, the rise of Islam, and Norse society. Readings include Augustine's *Confessions*, a scandalous account of the reign of the Emperor Justinian, the *Rule of St. Benedict*, a translation of the Koran, and Bede's *Ecclesiastical History*. (Fulfills portion of history major foundation survey and premodern requirements.)

Early Modern Europe, 1500-1815

◆ HIST 131 (.5 unit)
Browning

Through lectures and discussions, this course will introduce the student to early modern Europe, with special attention to Austria, Britain, France, Prussia, and Russia. It will treat such topics as the Reformation, the emergence of the French challenge to the European equilibrium, Britain's eccentric constitutional course, the pattern of European contacts with the non-European world, the character of daily life in premodern Europe,

the Enlightenment, the appearance of Russia on the European scene, the origins of German dualism, and the impact of the French Revolution on Europe. (Fulfills portion of history major foundation survey and premodern requirements.)

Early African History

◆ HIST 145 (.5 unit)
Volz

We will explore the history of Africa up to 1800, focusing primarily on events that took place after 800. Using books, articles, primary sources, and videos, we will learn about the great kingdoms that arose in different parts of Africa, the spread of Islam, the Swahili of East Africa, smaller-scale societies, the arrival of European traders, and the impact of the transatlantic slave trade. Ongoing themes in the course will include state formation, religion, cultural exchange, and the role of archaeology and oral histories in the reconstruction of Africa's early history. (Fulfills portion of history major foundation survey and premodern requirements.)

Early African-American History

HIST 175 (.5 unit)
McNair

In August 1619, "twenty and odd negars" were traded for food by the crew of a Dutch sailing vessel. That commercial transaction represented the first recorded incident of a permanent African presence in America. Over the next 146 years, this population of Africans would grow to create an African-American population of over four million. The overwhelming majority of this population was enslaved. This course will be an examination of those enslaved millions and their free black fellows, who they were, how they lived, and how the nation was transformed by their presence and experience. Particular attention will be paid to the varieties of African-American experience and how slavery and the presence of peoples of African descent shaped American social, political, intellectual, and economic systems. Students

will be presented with a variety of primary and secondary sources materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves.

Foundation Seminars

Mexico, 1300-2000

HIST 187 (.5 unit)
Suarez-Potts

In this introductory seminar we shall address the formation of Mexico from its Pre-Columbian origins, noting aspects of its history as a Spanish colony and an independent republic. The seminar will consider issues associated with Mexico's evolving, complex identity and study how the inhabitants of the region have expressed different sentiments and perceptions about their communities, state, and nation. We shall thus explore questions raised by relations between indigenous peoples and various, predominantly Hispanic, ruling groups, as well as questions about class and gender. It will also be possible in the seminar to compare the evolution of Mexico with that of other Latin American regions.

African-American History through Fiction and Film

HIST 189 (.5 unit)
McNair

Novels and movies have had a powerful effect on history, both as media for the transmission of historical information to modern audiences and as reflections of the values and concerns of their creators and audiences over time. This seminar will examine a variety of films and novels created in the twentieth century in order to understand African-American history from the antebellum period to the present. The goal of this examination will be to discern how writers and filmmakers have understood and presented the history and images of African Americans to contemporary audiences, and how these representations have reflected and changed

understandings of African-American history and notions of race. (Open to sophomores. Fulfills history major foundation seminar requirement.)

Mid-level Survey Courses (200-288)

History of the South, 1607-2005

HIST 210 (.5 unit)
Scott

The course will examine the American South from Jamestown to the present. Lectures and discussions will focus on the South's distinctive development within the American nation, the region's bi-racial character, and the formation of a shared African/European culture. Students will look at the political events that shaped the region, its economy, the regional differences within the South, and changes that have taken place over the course of the last four centuries.

The British Empire

HIST 226 (.5 unit)
Kinzer

Painting in broad strokes on a massive canvas, this course will examine the history of the British Empire from its inception in the sixteenth century through its dissolution in the twentieth. The British Empire, whose beginnings were modest, would by the close of the nineteenth century encompass almost thirteen million square miles and a population of nearly four hundred million. Well before the end of the twentieth century, this empire, the largest the world had ever seen, virtually ceased to exist. Its story, from inception to extinction, is a remarkable one. Internal imperatives, global imperial rivalries, and developments on the periphery impelled the empire forward and ultimately brought about its demise. This course will investigate the evolving characteristics of the British imperial experience and the dynamics responsible for the rise and fall of the British Empire.

France in Modern Times

HIST 235 (.5 unit)
Maguire

This course will present a survey of French history from the eighteenth-

century *ancien regime* to the present. Emphasis will be placed upon the political/cultural life of France, particularly, attempts to secure an elusive stability within a long trajectory of revolutionary and counter-revolutionary tumult. The French Revolution, the cultural ferment of the *fin de siecle*, and the French experience of the crisis years 1914-1945 will receive special attention. The course will also explore the various ways (manifest through art, politics, and social life) in which France conceived of itself as an exemplary nation, or as a practitioner of an exemplary modernity to the rest of the world. No prerequisites.

History of Spain: Pliny to the Guggenheim

HIST 237 (.5 unit)
Bowman

This course surveys two thousand years in the history of the Iberian peninsula, paying close attention to the intimate and always-shifting relations (political, economic, and cultural) between the peninsula and other parts of the world (Europe, North Africa, the Mediterranean, and the Americas). We move from Spain's important place in the Roman Empire to the recent opening of the Guggenheim museum in Bilbao. Along the way, we examine the Visigothic kingdom; the interaction of Jews, Christians, and Muslims in the Middle Ages; Spanish and Portuguese colonialism in the Americas, Africa, and Asia; the art of El Greco, Goya, and Velazquez; Catalan and Basque separatism; the Spanish Civil War, and the films of Pedro Almodovar.

World War II

HIST 275 (.5 unit)
Coulibaly

This course will examine the circumstances and factors leading to World War II and to U.S. entry into the war. The course will focus on the disruption of the world order through the rise of German, Japanese, and Italian imperialism. The course will analyze the effect of the worldwide economic depression of the 1930s. Other topics include the military strategies and conduct of the war, its impact on the

home front, and its long-term effects on U.S. foreign policy.

Advanced Seminars (300-490)

Seminars numbered 300-490 are designed primarily as advanced courses for those majoring in history but are open to anyone of at least sophomore standing. Enrollment limited.

The Civil War

HIST 310 (.5 unit)
McNair

The Civil War is perhaps the defining moment in the history of the United States. When the war ended, slavery had been abolished, four million African Americans had been freed, the South had been laid waste, and the power of the federal government had been significantly expanded. The war set in motion forces that would change the nature of citizenship and alter the nature of American society, politics, and culture forever. This course will focus on the causes of the war, its military campaigns, and its social, political, and cultural consequences for black and white Northerners and Southerners. The course concludes with an examination of the war's continuing hold on the national imagination.

Black Intellectuals

HIST 313 (.5 unit)
Coulibaly

The course will examine the emergence of black intellectual life in the United States from the early nineteenth century to the present. The course will focus on the changing role of black intellectuals as individual figures, as well as political and social leaders. The course will also focus on how slavery, racism, and gender discrimination have affected black thought. Works of fiction and films will be used extensively.

Middle East

HIST 338 (.5 unit)
Schoenhals

This seminar offers an interpretive survey of the history of the Middle East from the Ottoman Empire until the present. (Fulfills history major

advanced seminar requirement.)

African Women in Film and Fiction

HIST 341 (.5 unit)
Volz

In this seminar, we will explore social changes that have taken place in Africa during the past century as portrayed in novels and films by and about African women. A variety of works from throughout the continent will be considered, but the general focus will be on the impact of colonization, urbanization, and other recent social changes. Among the topics addressed will be polygyny, motherhood, education, religion, employment, political activism, and the recent AIDS epidemic. In each case, the emphasis will not be on victimization or cultural decline, but rather, as expressed in their works of art, the resilience and adaptability of African women. (Fulfills history major advanced seminar requirement.)

Contemporary West African History through Fiction and Film

HIST 349 (.5 unit)
Coulibaly

Novels and films are a powerful tool of historical projection in modern societies, and Africa is no exception. The sub-Saharan African novel is a recent phenomenon, dating back, for the most part, to the early twentieth century. The African film is of even more recent vintage and to a large extent remains a marginal form of expression for most of sub-Saharan Africa. However small a group they remain, sub-Saharan novelists and filmmakers have had a considerable impact on the societies that produced them. We will examine the influence of African novelists and filmmakers on the political and social realms of their societies and attempt to determine the relationship between novels, films, and the historical reality of sub-Saharan Africa from the 1940s to the present. We shall also focus on how novels and films have in turn been shaped by the historical forces they have attempted to transcend. Finally, we will analyze the vision

Africans have of their past and their judgment of that vision.

Practice and Theory of History

HIST 387 (.5 unit)
Browning

This course, open to history majors of sophomore and junior standing, focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it. The seminar prepares students of history to be productive researchers, insightful readers, and effective writers. The seminar is required for history majors and should be completed before the senior year. (Fulfills history major practice and theory requirement.)

American Revolution

HIST 400 (.5 unit)
Browning

This seminar will illumine the creation of a *novus ordo saeculorum* by examining the events that occurred along the North American Atlantic seaboard in the quarter century after 1763 as the settlers in thirteen British colonies turned against the authority of the crown and established a new republic. Readings, discussions, and reports will explore the political and ideological foundations of the break from Britain, the military and social course of the War of Independence, and the postwar struggles to find a constitutional order that would preserve republican liberties. Special attention will be paid to the discoveries, directions, and implications of recent scholarship. Enrollment limited to fifteen. (Fulfills history major premodern and advanced seminar requirement.)

Victorian Culture and Society

HIT 431 (.5 unit)
Kinzer

"When one reflects on all the bitterness that has been expended both in defending and attacking the Victorians, one cannot but regret that Queen Victoria was so long-lived. Had the great Victorians lived under three or four sovereigns, they would be judged on their own merits instead

of being regarded as embodiments of an epoch which owes the illusion of its spiritual unity to the longevity of a single person" (Hugh Kingsmill, 1932). Not all "Victorians" were "great Victorians," and this course will take into account the not-so-great as well as the more eminent representatives of the age. Be it called "Victorian" or not, nineteenth-century England did constitute an "age," one of unprecedented change—demographic, social, economic, technological, cultural, and political. Yet a number of continuities played an indispensable role in allowing this society to sustain a notable measure of stability despite the dramatic impact of forces laden with transformative power. We will seek to come to grips with both the change and the continuity. In doing so, we will investigate both nineteenth-century texts (e.g., J.S. Mill's *Subjection of Women* and Bram Stoker's *Dracula*) and modern historical treatments of the period. And we may well discover the difficulty of "judging" the "Victorians," whose fascinating and influential society spawned a diversity and complexity that defy easy generalization and simple interpretation. (Fulfills history major advanced seminar requirement.)

Senior Research Seminar

HIST 490 (.5 unit)
Staff

The goal of the course is to give each history major the experience of a sustained, independent research project, including: formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources, placing evidence in context, shaping an interpretation, and presenting documented results. Research topics will be selected by students in consultation with the instructor. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest, such as methods and bibliography. This seminar is open only to senior history majors. (Fulfills

history major senior research seminar requirement.)

Several sections of the senior seminar will be offered fall semester each year. The sections for fall 2006 are as follows:

Senior Seminar: Open Topics

HIST 490.01 (.5 unit)
Kinzer

The seminar will be devoted mainly to formulating ideas about, identifying sources for, and pursuing individual research projects. Students will report on their work to one another and assist one another at every stage of their projects. We will take advantage of the variety of topics by appreciating and profiting from the expertise of each student and by constituting a receptive and constructive general audience for one another's work. The seminar ends with presentation and discussion of the research projects. Limited to senior history majors.

Senior Seminar: Open Topics

HIST 490.02 (.5 unit)
Volz

See course description for HIST 490.01 (Open Topics) above.

Individual Study

HIST 293/393/493 (.25 or .5 unit)
Staff

This is a special study course, generally given as a tutorial, for a student majoring in history who desires to study some topic in depth. The choice of subject will be made by the student with the approval of the instructor who is to direct his or her work. Prerequisites: permission of instructor and department chair.

History Research Laboratory

HIST 293.01 (.25 unit)
HIST 393.01 (.25 or .5 unit)
HIST 493.01 (.5 unit)
Staff

This course offers the opportunity for supervised student research projects at all levels, from the first through senior year. Students may apply to take the course individually or in groups; faculty members may organize laboratories on specific subjects. The projects will involve focused, exten-

sive research on a particular topic. Subjects may emerge from a student's interests within or beyond the regular history curriculum. The lab may be taken independently of, or in conjunction with, a course. If taken in conjunction with a course, the student's plan must be specifically designed to exceed regular course requirements: the lab is intended to permit a student to explore a new subject, develop a subject in depth, or treat a subject at a more advanced level.

Students wishing to enroll in the research laboratory must develop a research plan with special attention to the primary sources available in the Kenyon library. Prerequisites: permission of the supervising faculty member and department chair.

Second-Semester Courses

Foundation Surveys

United States History, 1865 to Present

◆ HIST 102D (.5 unit)
Scott

This course is a thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a rural, largely Protestant society into a powerful and culturally diverse, urban/industrial nation. Topics will include constitutional developments, the formation of a national economy, urbanization, and immigration. The course will also discuss political changes, the secularization of the public culture, the formation of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as suburbanization, the civil rights movement, women's and gay rights, and the late twentieth-century conservative-politics movement and religious revival. No prerequisites. (Fulfills portion of the history major foundation survey requirement.) This course is the same as AMST 102D, in the American Studies Concentration.

Modern Latin America: 1810 to the Present

HIST 121 (.5 unit)
Suarez-Potts

This course, through lectures and discussions, will begin by examining the long process of the breakdown of Spanish colonial authority (contrasting Brazil's evolution to that of the Spanish-American republics). It will then shift to studying Latin America's further economic integration into the Atlantic world economy in the late nineteenth century, and the ensuing political, cultural, and social changes that occurred throughout the twentieth century, as regional economies continued to evolve. Social and economic inequality, political authoritarianism, and revolutionary and cultural change will be discussed from an historical perspective.

The Later Middle Ages: Europe and the Mediterranean, 1100-1500

◆ HIST 127 (.5 unit)
Bowman

This course surveys the history of the later Middle Ages in Europe and the Mediterranean. Relying mainly on primary sources, the course covers the renaissance of the twelfth century, mendicant and monastic spiritualities, scholasticism, the rise of universities, and the devastation of the Black Death. Readings include Christian, Jewish, and Muslim accounts of several crusades; a saga about a hard-drinking, poetry-loving Norseman; and letters written by two ill-fated twelfth-century lovers. (Fulfills portion of history major foundation survey and premodern requirements.)

Modern Europe

◆ HIST 132 (.5 unit)
Maguire

The European continent is incredibly diverse: geographically, culturally, economically, ethnically, and politically (to name only the most obvious factors). Throughout the semester we will explore this diversity of experiences since the end of the eighteenth century. We will look at issues of race, class, and gender, as well as violence, poverty, faith, nationalism, technol-

ogy, and art. We will read novels and memoirs, watch films, and listen to music as we hone our historical knowledge and sensibilities regarding modern Europe, its peoples, and its governments. We will examine the fates of a variety of nations, using examples from across the continent. (Fulfills portion of the history major foundation survey requirement.)

Modern Africa

◆ HIST 146 (.5 unit)
Volz

This course examines the history of Africa from 1800 to the present. We will be using books, articles, novels, and videos to explore nineteenth-century transformations in Africa, European conquest of the continent, the impact of colonialism, the coming of independence, and recent challenges and achievements in Africa. Throughout, we will consider issues of resistance, identity, and cultural change, paying particular attention to the recent roots of current situations in Africa, such as the democratization of some nations and endemic violence in others. (Fulfills portion of history major foundation survey requirement.)

History of India

◆ HIST 156 (.5 unit)
Singer

India is the world's largest democracy. It has a middle-class population larger than the population of France, and a third to a half of the world's computer software is developed and produced there. Not only does India defy simple categorization, but the stereotypes and clichés readily placed on it are grossly misleading. This course is an introduction to both the study of India and the study of history using India as a rich example. The readings and class discussions follow some of the following themes: Muslim rule in India, women in the medieval period, the diversity of cultures in South Asia, religious reform movements, European participation in trade in the Indian Ocean, the British empire, social movements, nationalism, the partition of India and Pakistan, and modern nation states. The course

will examine India through a range of sources, particularly sources from South Asia. There are no prerequisites, and the course assumes no prior knowledge about India. (Fulfills a portion of history major foundation surveys requirement.)

Contemporary African-American History

◆ HIST 176 (.5 unit)
McNair

This is an introductory lecture and discussion course in the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the Civil Rights and Black Power movements. Students will be presented with a variety of primary and secondary sources materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves. Music and film will supplement classroom lectures and discussions. There are no prerequisites, but familiarity with the materials covered in HIST 175 is assumed.

Foundation Seminars**Origins of the First World War**

◆ HIST 188 (.5 unit)
Kinzer

The First World War (1914-1918) shaped the history of Europe during the first half of the twentieth century. It transformed the European continent almost beyond recognition, and the long shadow it cast had much to do with the coming of the Second World War. From the moment the war began, in early August 1914, the parties to the struggle sought to blame their enemies for unleashing the forces of destruction that then engulfed Europe. The subject of the Great War's origins has remained

highly contentious ever since. Although nearly a century has elapsed since the First World War drew to a close, no consensus has emerged regarding its principal causes. Many questions still provoke vibrant argument among students of the subject. Did the assassination of the Austrian Archduke Franz Ferdinand in late June 1914 make the war inevitable? Or did this event merely trigger the outbreak of a conflict that had been in the making for decades? To what degree did nationalism, the alliance system, the formulation of joint military plans, the rising tide of imperialism, and domestic social, political, and economic strife contribute to the coming of war? What role did individual diplomats and statesmen play? Were they the victims of forces beyond their control, or the culpable instigators of Armageddon? Did a strain of irrationalism present in pre-war European culture predispose European societies to welcome the prospect of a major conflagration? This first-year seminar will seek to come to grips with these questions through a collective exploration of both primary documents and secondary works.

Daily Life in Nazi Germany

◆ HIST 190 (.5 unit)
Ablovatski

The Holocaust is often seen as the defining event of twentieth-century European history. This course will examine the Holocaust from this European historical perspective, looking at the variety of European Jewish communities, the rise of nineteenth-century political anti-Semitism, and early twentieth-century German history, and focusing on the events of the Second World War as well as the diversity of experience of Jews in this time. We will then examine the defeat of the German armies and the liberation of the concentration camps, the fate of the so-called displaced persons, the trials of war criminals, and some of the attempts since 1945 to come to terms with the Holocaust as a historical event. This seminar is designed for first-year

students with an interest in history. Over the course of the semester, we will work on evaluating primary and secondary sources, learning historical methods, and doing research using examples from our subject matter. Restricted to first-year students.

American Presidents

HIST 191 (.5 unit)
Scott

The seminar will look at the American presidency through the lives and administrations of select presidents, including Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Franklin Roosevelt, Lyndon Johnson, and Ronald Reagan. In addition to seminar participation and assigned readings, each student will undertake an independent research project on either the presidency or a particular president. Students will present their findings to the seminar as well as complete a research paper. (Fulfills portions of the history major foundation survey requirement.)

Mid-level Survey Courses (200-288)

Women In America

HIST 208 (.5 unit)
Coulibaly

The course will analyze the diverse experiences and social roles of women from settlement in the seventeenth century to the present day. We will examine the broad themes that have shaped the lives of women, paying close attention to specific experiences. The course will analyze the ways in which notions of gender have changed over time and how a wide variety of women have created and responded to changing cultural, political and economic environments.

Russian Empire and Soviet Union: Histories, Peoples, Cultures

HIST 233 (.5 unit)
Ablovatski

This is a mid-level survey of the history of the Russian Empire and the Soviet Union in the twentieth century. Its objectives are to introduce students to the region, to familiarize them with the major periods of mod-

ern Russian history, and to help them to understand some of the important historical issues and debates. Students should develop an appreciation for the ethnic, social, and cultural diversity of both the Russian Empire and the Soviet Union as well as for the ways in which political events shaped the personal lives of the country's population. Though focusing on twentieth-century history, this course will begin with an introduction to the social structures, ethnic composition, and political problems of the late Russian Empire. We will cover the Russian Revolution and early Soviet history, continuing this focus on social structures and diversity. We will then turn our attention to Stalinism, collectivization, terror, and the second world war. In the postwar era, we will examine the failure of the Khrushchev reforms and the period of "stagnation" under Brezhnev, before turning to Gorbachev and the reforms of perestroika. At the end of the semester, we will approach the end of the Soviet Union and its legacy for the many successor states (not only Russia). Although organized along the lines of political periodization, the class will emphasize the perspectives of social and ethnic diversity as well as culture and gender. We will look at art, literature, and music, and we will attend film screenings outside of class. Historical background in modern European history is recommended. Russian and other regional language skills are welcomed.

Ottoman Empire

HIST 258 (.5 unit)
Kilic-Schubel

This course introduces the history of one of the great empires of the premodern period. Founded in the late thirteenth century and lasting until the 1920's, the Ottoman Empire was one of the longest-lasting and most successful polities in history. Although founded and ruled by Muslim Turks, the Ottoman Empire was in reality a multiethnic, multicultural religious entity, which at its height contained territories in the Balkans, "the Middle East," and North Africa. It

left a significant political and cultural legacy, which continues up to our time. In this course we will examine the entire span of Ottoman history, from the formation of the empire until its dissolution in the aftermath of World War I. Topics to be covered will include: the rise of the Ottoman state in the thirteenth century and how it became an empire, the role of Islam in Ottoman cultural and political life, the problems of governing a religiously and ethnically pluralist empire, the changing nature of Ottoman politics and administration, some aspects of Ottoman cultural and social life, women and gender in the Ottoman empire, Ottoman relations with Europe, Ottoman responses to modernity, the rise of nationalism, and the events leading up to the eventual creation of the modern Turkish republic in the Ottoman heartland. No prerequisites. (Fulfills history major Asia and pre-modern requirements.)

Special Topic: U.S.-Latin American Relations, 1820 to the Present

HIST 292 (1/2 unit)
Suarez-Potts

This course considers the history of relations between the United States and Latin America from about the time that Latin American nations became independent states (ca. 1820s) until the present. It is structured chronologically but addresses economic, social, and cultural themes, as well as political ones. The course focuses on those regions that have had closest ties with the U.S. historically—Mexico, Central America, and the Caribbean—and also reviews American policy towards South American nations as the latter became more important to the U.S. The course examines basic reasons for the shape that U.S.-Latin American relations have taken, as well as some of the consequences of such relations for the peoples most impacted. The course will thus refer to both governmental and non-governmental actors, as well as to communities that have developed as a result of major events, policies, and transnational trends.

Advanced Seminars (300-490)

Seminars numbered 300-490 are designed primarily as advanced courses for those majoring in history but are open to anyone of at least sophomore standing. Enrollment limited.

The History of Kenyon College

HIST 300 (.25 unit)
Barth

This course will explore the history of Kenyon College and the Village of Gambier from 1824 to the present. The course will include theoretical and practical instruction on archival research methods. Research tools will include primary source material such as print and photographic archival collections, oral histories, and historical artifacts. The capstone of the course will be a collaborative research project focusing on one aspect of the College's history. The class format will be seminar discussion. Enrollment limited to ten students.

Human Rights in Latin America

HIST 322 (.5 unit)
Suarez-Potts

This seminar will examine how human rights have been articulated in distinct historical contexts in Latin America. We shall first review early notions of human rights and natural law as expressed during the Spanish conquest of the Caribbean and the Americas. Second, the seminar will identify the main tenets of human rights law and discourse, as comprehended in general terms since the establishment of the United Nations. Then we shall study how varying concepts of human rights have been asserted in recent years in connection with the struggles of political dissidents, prisoners and refugees, indigenous groups, and women.

The Crusades: Religion, Violence, and Growth in Medieval Europe

HIST 328 (.5 unit)
Bowman

In the late eleventh century, Pope Urban II launched the First Crusade

by calling on European knights to reconquer the city of Jerusalem. The objectives of the first crusaders may have been fairly circumscribed, but for the next four centuries the crusading movement had complex and varied consequences for the inhabitants of Europe, north Africa and the Middle East. In this course, we will examine (1) the confluence of religious, political, and economic motivations that inspired crusaders, (2) the extension of the notion of crusade to Islamic Spain and parts of northern Europe, and (3) the manifold interreligious and cross-cultural exchanges (peaceful and violent) that resulted from the crusades.

Freud's Vienna: Culture, Politics and Art in the Fin-de-Siecle Habsburg Monarchy

HIST 333 (.5 unit)
Ablovatski

This upper-level seminar will examine the explosion of creativity and radicalism in late Hapsburg society, focusing on the capital city Vienna. In the years before and after 1900, the city was vibrant with many of the most important creators of early twentieth-century modern culture; among them not only Freud but also his contemporaries: Gustav Klimt, Egon Schiele, Otto Wagner, Karl Kraus, Arthur Schnitzler, Hugo von Hofmannsthal, Robert Musil, Theodore Herzl, Otto Bauer, Karl Lueger, Gustav Mahler, and Arnold Schoenberg, to name only a few. Taking the multi-lingual/religious/ethnic Habsburg Monarchy as our base, we will follow developments in the fields of psychology, medicine, literature, architecture, art, and music, putting them into the context of important political and social movements like socialism, nationalism, anti-Semitism, and liberalism. This seminar is designed for junior and senior history majors with a background in European history. However, non-majors with knowledge of or interest in music, art history, or German literature are strongly encouraged to join.

Theory and Action in the Politics of Locke, Burke, and Mill

HIST 336 (.5 unit)
Kinzer

Major figures in the history of political thought, John Locke, Edmund Burke, and J.S. Mill were also deeply engaged with the turbulent political events of their time. The political crisis that gave rise to the Glorious Revolution of 1688-89 is fundamental to understanding the composition and publication of Locke's *Two Treatises of Government*. Burke, a member of Parliament and leading Whig politician, responded vigorously and memorably to the coming of both the American and French revolutions. Mill, mid-Victorian England's most influential political theorist, was also an active member of Parliament during a time when issues central to the emergence of mass politics pressed hard upon the existing order. This seminar will closely examine the intersections of text and context, thought and action, in the political undertakings of these three distinguished thinkers. (Fulfills history major advanced seminar requirement).

The Practice and Theory in Public History

HIST 388 (.5 unit)
Britz

This course will explore the many ways history is practiced outside the classroom for the general public. It will look at how the "front end" of the discipline is presented to general audiences through historic preservation, museums, historic sites, television and film, public celebrations, and historic reenactments. We will also look at the means in which our society's memory is constructed, reconstructed, and sometimes even fabricated—all under the mantle of "authenticity." The course is designed to introduce history majors to the methods of practicing public history, including theories of material culture, ethics of representation, collections management, historic interpretation, archives, exhibition, and cultural resources management. The course

fulfills the history department requirement for practice and theory. It will involve extensive travel to local museums and historic sites. Enrollment strictly limited to 11.

Special Topic: Immigrant Experience in America

HIST 392 (.5 unit)
Coulibaly

We will examine how successive waves of immigrants, from the eve of the Civil War to the present, have shaped cities, markets, suburbs, and rural areas, while altering education, labor, politics, and foreign policy. The course will address such questions as: Why do people leave their homelands? Where do they settle in America and why? What kinds of economic activities do they engage in? How do the children adapt? How does assimilation work? What are the effects of immigration on those born in America?

Junior Honors: Practice and Theory of History

HIST 397 (.5 unit)
McNair

See description for HIST 387 in the first semester.

Native Voices: Self and Society through North American Indian Autobiography

HIST 408 (.5 unit)
Wortman

This seminar analyzes major themes of continuity and change in post-contact North American Indian history through assessment of classics in Native autobiography. The authors we consider reveal the personal dilemmas, struggles, and accomplishments that figure in the presentation of the self. Simultaneously, the autobiographies illuminate in powerful ways major themes and issues crucial to the development of the Native experience, even as they offer discrete individual life stories that articulate similarities and differences throughout American Indian history. The texts deal, in part, with the individual's search for meaning in the context of the impact of the dominant culture on native peoples. The autobiogra-

phies also embody broader insights into native communities and major themes relating to the larger American Indian historical experience. Among the themes are education; acculturation and resistance; the pivotal significance of family; the world of traditional values and the complexities of change people make in their own lives through religious conversion; the intrusion of modernity and progress; and finally, but not least, autobiography as a genre. Where applicable, the autobiographies will be supplemented by film. Required work includes discussion participation, a reading analysis paper, brief essays, and a fourteen-to-sixteen page research paper. Enrollment limited. Students should have at least 1 unit of credit in history or English.

The Civil Rights Era

HIST 411 (.5 unit)
McNair

The years between 1954 and 1975 have been variously described by historians as a "Second Reconstruction" and the "fulfillment of the promise of the American Revolution." These years, which constitute the Civil Rights era, witnessed African Americans and their allies transforming the nation by overturning Jim Crow segregation, challenging racism, and expanding the idea and reality of freedom in America. While this period was one in which most African Americans fought for greater inclusion in American society, it was also one which saw the rise of militant nationalist organizations like the Nation of Islam and the Black Panther Party that sought to separate themselves from an America they saw as hopelessly depraved and racist. This seminar will be an intense exploration of this revolutionary period and its personalities through close examination of a variety of primary and secondary sources, documentaries, and motion pictures. (Fulfills history major advanced seminar requirement.)

Special Topic: History of the United States in Africa

HIST 492 (.5 unit)
Volz

From Thomas Jefferson's war on the Barbary pirates up to the current explosion of Pentecostal churches, the United States has had a significant impact on Africa. This seminar will examine various ways that people and institutions from the U.S. have been involved in Africa during the past two centuries and how Africans have responded to that involvement. Although much interaction has been at the level of governments and corporations, we will focus primarily on examples of U.S. influence at the local level within Africa. Among the cases to be considered will be several involving African-Americans, such as the founding of Liberia, the missionary movement in the nineteenth century, and Pan-Africanism in the twentieth century. Other topics will include the Cold War, globalization, and recent U.S. involvement in Islamic countries in Africa. (Fulfills history major advanced seminar requirement.)

Individual Study

HIST 294/394/494 (.5 unit)
Staff

This course is a special study, generally given as a tutorial, for a student majoring in history who desires to study some topic in depth. The choice of subject will be made by the student with the approval of the instructor who is to direct his or her work. Prerequisites: permission of instructor and department chair.

History Research Laboratory

HIST 294.01 (.25 unit)
HIST 394.01 (.25 or .5 unit)
HIST 494.01 (.5 unit)
Staff

See first-semester course description of HIST 293.01.

Senior Honors Seminar

HIST 498 (.5 unit)
Staff

The candidates for honors enrolled in this course will devote their time to the research and writing of their honors theses under the direct super-

vision of a history faculty member.
Prerequisite: permission of instructor.

Additional courses available another year include the following:

HIST 160 Modern East Asia
HIST 161 Imperial China
HIST 188 Health and Healing in Africa
HIST 231 The Habsburg Empire
HIST 233 Studies in Russian and Soviet History
HIST 235 Modern France
HIST 337 Socialism at the Movies
HIST 340 Tudor and Stuart Britain
HIST 350 Race, Resistance, and Rebellion in South Africa
HIST 480 Images, Icons, and Idols
HIST 481 Feast, Fast, and Famine: Food in the Premodern World

Other courses that meet Department of History requirements

History faculty members have determined that certain courses taught in other departments may be counted as meeting various history department requirements for the major. The following are examples of such courses. Course titles and numbers may change from year to year. History majors should see the department chair regarding how this may apply.

AMST 108 Introduction to American Studies
AMST 191 August Wilson and Pittsburgh
AMST 222 The American West
AMST 291 Special Topic: History of the American Western Film
ANTH 254 Beginning Maya Hieroglyphs
ANTH 333 Old World Prehistory
ASIA 490 Asia in Comparative Perspective

CLAS 101 The Greek World
CLAS 102 The Roman World
CLAS 117 The History and Literature of the Age of Augustus
CLAS 225 Theseus and Pericles
CLAS 227 Romulus and Caesar
CLAS 228 The Roman Empire
CLAS 240 Women and Men in Antiquity
ECON 332 Russian Economic History
ECON 383 American Economic History
INDS 231 The Holocaust: An Interdisciplinary Inquiry
IPHS 113Y-114Y Odyssey of the West
IPHS 215 Modernism and Its Critics
INST 121 Globalization and Migration—at Home
RLST 210 The Judaic Tradition
RLST 211 Modern Judaism
RLST 230 Religion and Society in America (U.S.)
RLST 240 Classical Islam
RLST 250 South Asian Religions
RLST 270 Chinese Religions
RLST 328 Women in Christianity
RLST 491 Religion and Colonialism