

# HISTORY

The program in history is a cooperative program with Scripps College. Studying the past has the intrinsic value of stretching the imagination and satisfying our curiosity about ourselves. At the same time, the study of history builds skills and knowledge that are indispensable for any career: research; writing and speaking; effective use of evidence and argument; critical awareness of alternatives and the consequences of choice; comprehension of how different cultures and eras have attempted to reconcile individuality and commonweal, material and spiritual values, war and peace.

History provides excellent preparation for students who plan to enter law, business and international commerce, government service, or graduate study in various fields.

## Curriculum

The History department offers four levels of courses:

**1. General education courses** including broad based lower division courses dealing with “continental” histories intended for freshmen and sophomores (numbered under 100), as well as special seminars (100, 101, 102) for freshmen and sophomores with a strong high school background in history.

**2. Upper division survey courses** (normally national histories) appropriate for a mixed audience of majors and non-majors that may be used to satisfy the general education requirement in history. These courses are intended primarily for sophomores and upperclassmen with some background in history. Freshmen may take these courses with the consent of instructor.

**3. Specialized upper division courses** based on a theme or narrow focus. These courses are designed primarily for majors and students in the social sciences or humanities. Prior college level course work in history or related fields is strongly advised.

**4. Advanced seminars** (numbered in the 180's) designed primarily for junior and senior history majors. Qualified non-majors and sophomore history majors may take these courses with the consent of the instructor.

## Major Requirements

The major in history requires nine courses, distributed as follows:

**1. One course from each of the following three geographical areas:**

- **United States**
- **Europe**
- **Non-Western or developing areas** (Asia, Latin America, Africa, Middle East)

**2. At least one advanced seminar** (CMC course numbered 180 or higher)

**3. Electives to complete a total of nine courses**

One of the elective courses must include a course covering material **mostly before 1700**, unless this period has been covered in “1” above.

At least **five** of the nine history courses must be **numbered 100** or above.

The History department strongly encourages students to select history courses in such a manner as to achieve a variety of methodological approaches.

## Senior Thesis in History

The senior thesis is a general education requirement and should serve as a capstone experience to a student's undergraduate education. Students must complete a senior thesis in at least one of their major areas under supervision of a faculty reader who teaches within that major, unless granted a special exception.

Students interested in receiving honors in history are usually required to complete a two-semester project. Candidates for honors must register for a thesis preparation seminar or independent study in history in the first semester and for the senior thesis in the second semester. The senior thesis and any thesis seminar or independent study courses may not be counted as courses in the major. For further information on honors, see “Honors in History” below.

## Special Options for Majors

### *Dual Majors*

A dual major including history requires a minimum of seven history courses; dual majors should normally meet the History department distribution requirements for history majors (see above).

Students with a dual major including history are encouraged to write their *senior thesis* on a topic in history. For further information, see “Senior Thesis in History” above.

Please note the restrictions on honors in the major for students with a dual major under “Honors in History” below. For further information on dual majors and the requirements for the other field of study of the dual major, please check the appropriate sections of the catalog.

### *Honors in History*

To be eligible for departmental honors in history, a student majoring in history must:

- Achieve a “B+” (10.00) average in all history courses.
- Receive at least an “A-” (11.00) in the *one- or two-semester honors thesis* in history and any related independent study. (A one-semester honors thesis is normally preceded by a semester of independent study with the thesis advisor.) Neither the honors thesis nor any related independent study may be counted as one of history courses required for the major. Participants in the honors program must register with the department chair at the beginning of their senior year.

Students with a *dual major* in history who wish to be considered for honors in history will only receive honors if they:

- have completed all requirements for a *full major* in history and are granted honors, or
- qualify and receive honors in *both fields* of their dual major. See “Honors in the Major” for details.

Students with a dual major who wish to be eligible for honors in history, must submit their thesis topic to the department chair for approval. In such cases, the thesis must include a substantial historical component and a member of the History department must serve as one of the readers.

### *Phi Alpha Theta*

History majors can become members of the Alpha Theta Nu Chapter of Phi Alpha Theta, the national honors society for the study of history founded in 1921. Our chapter is a joint chapter with Scripps College, and information regarding membership is sent to majors at the start of the Spring semester. The induction ceremony typically takes place in April of each year.

Membership includes a subscription *The Historian* for one year, and invitations to take part in chapter activities. In the past these have included essay contests, regional conferences, etc. For more information on Phi Alpha Theta, see [www.phialphatheta.org](http://www.phialphatheta.org). Professor Yoo serves as the CMC faculty advisor.

## General Education Requirement Information

The History Department designates courses that count toward the general education requirement, and these courses vary from year to year depending upon which courses are

offered. The aim of these designated survey courses is to introduce students to national or regional histories (e.g. Europe, Asia, the United States). While many of the general education courses are numbered under 100, some courses above 100 have sufficient breadth to qualify for the general education requirement. Students who have *not* received *advanced placement credit* can meet the general education requirement by completing one of these designated courses. Alternatively, they may take *any two history courses at The Claremont Colleges* to meet the requirement.

For the general education requirement in the *social sciences* and *the humanities*, CMC students majoring in history must take designated courses in all four fields of the social sciences (economics, government, history, and psychology), and in two of the four fields of the humanities (literature, philosophy, religious studies, and literature in a foreign language). History majors with a dual or double major in the humanities must take courses in three humanities fields. For further information, see “Degree Requirements.”

### Advanced Placement Credit in History

The History department grants placement and credit for Advanced Placement examinations in United States, European, or World History. Students with a score of 3, 4, or 5 on any of the AP examinations in history may take any history course at CMC to meet *the general education requirement* in history. And students who have received a score of 4 or 5 on any of these examinations will receive up to *two elective credits toward graduation*.

### Study Abroad

The History department is a strong supporter of study abroad, and while students may choose to attend any number of programs, those choosing sites in Asia and Europe will find faculty who can offer guidance and advise in designing a course of study that will complement a major that involves history. Students are encouraged to take a history course relevant to the country of their study, and the department has traditionally granted up to two course credits towards the major for history and historically-oriented courses for study abroad.

### Courses in History at the Other Claremont Colleges

Students are encouraged to take history courses at the other Claremont Colleges since collectively the various history departments are better able to provide coverage of the enormous sweep of human history. Students should also note that CMC’s History department has a cooperative program with Scripps College, and history courses taken at Scripps are not considered cross-registration for students. History majors should discuss their course selection with the department chair to make sure they complete the appropriate requirements for the major.

### The Faculty

Professors: Lofgren, Hamburg, and Petropoulos (on leave, AY); Associate Professors: Cody (Chair), Rosenbaum, and Yoo; Assistant Professors: Khazeni, Selig (on leave, AY), and Sessa; Visiting Assistant Professors: De Stefano, Lyons, and O’Sullivan; Visiting Instructors: J. Ashenmiller, H. Ruffin

## Courses

### *Seminars for Freshmen and Sophomores*

#### **100. Freshman Honors Seminar.**

Selected topics in history. By invitation only. In 2004-2005 the topic of the fall semester seminar is Gandhi and Mao. For description, see History 102. Satisfies general education requirement. First semester. Rosenbaum

**102. Gandhi and Mao.**

A seminar restricted to sophomores and freshmen. The course explores the lives, ideas, and patterns of leadership of two of Asia's most influential leaders of the 20th century. Topics include political personality and charismatic politics, violent versus non-violent resistance, approaches to mass mobilization, world views, alternative approaches to Westernization and industrialization, and contemporary assessment of their legacy. Satisfies general education requirement. See History 100.

*Asia***59. Civilizations of East Asia.**

The rise and development of Chinese (Sinitic/Confucian) civilization from neolithic origins to its full maturation in the 18th century and the struggle of countries on the periphery of the Chinese cultural zone - primarily Japan and secondarily Korea and Vietnam - to retain distinct cultural and political identities while borrowing aspects of Chinese culture. Themes include state building, the changing role of women, cultural and aesthetic traditions, religious values, and political patterns. Special attention is given to divergent paths of pre-modern development which helped condition 20th-century approaches to political/economic modernization. Satisfies general education requirement. (Not offered in 2004-2005.)

**61. The New Asia: China, Japan, and Indonesia in the Modern Era.**

Revolution, state building, modernization and socio-cultural change in three representative cultural zones of Asia. The first part of the course examines imperialism and de-colonization, socio-religious reform movements, changing gender roles, and dynamics of political revolution. The second part explores the new forces which have reshaped the countries: the passing of charismatic leaders and revolutionary development strategies, the Japanese/East Asian economic model, and problems defining culture. Satisfies the general education requirement. First semester. Rosenbaum

**159. History of the Middle East and Central Asia, c. 1200 to the Present.**

This course is an introductory survey of Middle Eastern and Central Asian History that examines the transition of empires into nation states. It will begin by looking at the Mongol and Turkic dynasties that ruled the region between the 12th and 18th centuries, covering the history of the Ilkhanid, Timurid, Ottoman, Safavid, and Mughal empires. The course will then turn to consider the impact of European imperialism on the region during the 19th century and the subsequent development of nationalist and Islamic movements. This course meets the general education requirement. First semester. Khazeni

**160. The Making of Modern Iran and Afghanistan.**

This course will focus on the history of Iran and Afghanistan since the fall of the Safavid dynasty in the 18th century. This seminar examines the emergences of nations and national identities in West and Central Asia. We will begin with an introduction to environment and society in the region, considering such topics as pastoral nomadism, Islam, and the concept of the frontier. We will seek to understand how tribal societies and states in Iran and Afghanistan underwent processes of modern transformation beginning in the late 19th century under the pressure of the rivalry between the British and Russian empires. This will include close analysis of the making of partitions, borders, and national identities. Finally, we will turn to the modern Islamic movements that have sought to resist western imperialism in Iran and Afghanistan. In addition to selected monographs, articles and a novel, students will read a range of primary sources, including excerpts from memoirs, chronicles, ethnographies, and folklore. First semester. Khazeni.

**161. Modern Korean History.**

Examination of the evolution of modern Korean culture and society within the context of political and institutional history. Consideration of such topics as the opening of Korea, Korean reactions to imperialism, the colonial experience, national division and civil war, and contemporary Korea. (Not offered in 2004-2005.)

**162. The Making of Pre-modern China, to 1750.**

A study of the longest continual civilization in human history, focusing on the relationship between technological/economic development and changes in sociopolitical institutions and cultural/historical consciousness. Topics include conceptions of state building, forms of artistic and literary expression, changing patterns of family and gender relationships, popular culture, religious orientations, and foreign relations. Satisfies general education requirement. (Not offered in 2004-2005.)

**163. Modern Chinese History, 1750 to the Present.**

The collapse of the Confucian order and growth of modern forms of revolution. Topics include modernization, imperialism, origins of Maoism, peasant revolts, cultural change, and women's liberation. Satisfies general education requirement. Second semester. Rosenbaum

**164e. China Under Reform, 1978 to the Present.**

China's efforts to define its position in the world in the post-Cold War era, reform Communism, and find an appropriate path to modernization. Special attention given to China's emergence as a rising economic/political power and its implications for the international order, and to the process of economic and political structural reform. The Chinese experience is evaluated in light of alternative approaches to the transition from communism, China's historic traditions, and globalization. Other topics include human rights, population control and environmental issues, the search for national identity and issues of gender. Also listed as Government 142e. Prerequisite: Government 20. (Not offered in 2004-2005.)

**165. The Middle East in Modern Times.**

This seminar examines the social history of the Middle East in the 19th and 20th centuries. It explores ways in which capitalist market economies and national building projects have transformed the lives of ordinary people in modern times. Students will be asked to consider the ways in which modern Middle Eastern societies have taken part in this transformation and their struggles to cope with a changing world. Readings include a variety of historical monographs on rural and urban societies in the Middle East and West Africa. Second semester. Khazeni

**166. Late Imperial China, 1400-1800.**

This course explores the history of the Ming and Qing dynasties with a focus on the reestablishment of Chinese rule after the ouster of the Mongols; the evolution of the late imperial system; the revival of Confucian patterns of governance; the Manchu conquest and creation of the multi-cultural Qing Empire. Topics include China's relationship to the steppe, maritime explorations and trade patterns; changes in family structure and gender relations; the rise of popular culture, and the impact of economic growth on population and the environment. Satisfies the general education requirement. (Not offered in 2004-2005.)

**168e. The Making of Modern Taiwan.**

The first half of the course examines the evolution of distinctive variations of Chinese patterns of state, society, and economy in Taiwan. Special attention is given to the complex interactions between traditional Chinese culture and colonial settings, the consequences of rapid industrialization and integration in the world economy, and the relations with China prior to 1978. The second half of the course explores the dynamics of China's efforts to reunify Taiwan, democratic reform in Taiwan, and the emergence of a "Greater China" trading/cultural bloc. (Not offered in 2004-2005.)

**184. China and Christianity.**

This course explores the cultural and political encounters between China and the West by focusing on Christian missions to China and the Chinese responses as an example of the problems of cross-cultural borrowing. The course examines changing strategies within the mission movement – cultural accommodation, evangelism, and social gospel; Chinese anti-Christian movements; efforts to create an indigenous church; the nature of missionary impulse. (Not offered in 2004-2005.)

**190. Topics in Chinese History: The Cultural Revolution.**

This course examines the various dimensions of the Cultural Revolution in China, its origins as a power struggle and ideological conflict, its progressive descent into a mass upheaval affecting every aspect of Chinese life, experiments with utopian egalitarianism, the ordeal of intellectuals, and long term impact of the Cultural Revolution. Other themes include questions of historical memory, student behavior and values, moral reasoning in Chinese culture, and the personal responses of perpetrators and victims to the violence. (Not offered in 2004-2005.)

**192. China and World War II.**

This seminar will examine the Chinese experience in World War II. We will study the ways in which World War II altered the course of Chinese history by weakening the government of Chiang Kai-shek and facilitating the rise of the Chinese Communist movement. Topics include the origins of the war, military operations, the Nanjing Massacre, resistance and collaboration, the American role in the China Theater, and how the war was experienced and remembered by different groups of Chinese, Americans, and Japanese. First semester. Rosenbaum

For courses on *India* or *Japan* see "Asian Studies."

## *Ancient and Pre-modern Europe*

### **103. The Rise of the Roman Empire, 100 B.C. - 500 A.D.**

This introductory level course will familiarize students with the emergence and transformations of the Roman Empire from a small but expanding aristocratic-military state into the dominant political, economic, social, and cultural realm in the Mediterranean world and north western Europe. Beginning with the death of Julius Caesar in last decades of the Republic, we will examine the primary political instruments of Roman imperial power: a monarchical government, a legal system, a complex bureaucracy, a standing army, and the creation of an imperial ideology. In conjunction with the histories of these governing institutions, close attention will be paid to practices and ideologies of Roman society and culture, including topics such as marriage and the changing status of women, slavery and trade, monumental architecture and city planning, literature and religion. Satisfies general education requirement. Second semester. Sessa

### **104. Religion and Politics in Antiquity and the Middle Ages.**

This course will explore the complex relationship in the ancient and medieval worlds between religious life and political practice. Lectures and discussions will focus on a set of core topics: the role of oracles and prophesy in political crises; state and community responses towards religious pluralism (e.g. Bacchants, Jews, and heretics); "private" versus "public" religious practices; and the emergence of divine emperors and monarchical spiritual leaders (e.g. the pope). Satisfies general education requirement. First semester. Sessa

### **105. Sex and Gender in the Ancient Mediterranean World (seminar)**

What did it mean to be a man or woman in antiquity? This course seeks to familiarize students with Greek, Roman, and Egyptian attitudes towards gender differences and sexual relationships and their central place in the cultures' social, political and religious life. Drawing on a variety of both primary sources (e.g. literary texts, law, religious and philosophical tracts, visual culture) and secondary literature the course will investigate both the history of gender and sex in the ancient world as well as modern theoretical approaches to these topics. Satisfies general education requirement. First semester. Sessa

### **106. History of Greece.**

This course introduces the student to the history of Greece from the Bronze Age through the Peloponnesian War. Among the topics to be considered are the following: the meaning of "history" and "Greekness" to the inhabitants of the Aegean; the continuing importance of myth, drama, and national identity; the social and political institutions of Athens, Thebes, and Sparta; the rise of hegemonial leagues; Athenian Imperialism; the Persian and Peloponnesian Wars; the system of the courts, etc. (Not offered in 2004-2005.)

### **107. Alexander the Great.**

This course is designed to introduce the student to the "Hellenistic Age," through the persona of Alexander, the young man, who not only was legendary in his own time, but who also left an indelible mark in people's imaginations for centuries to come. Among the topics to be considered are the following: problems with the sources on Alexander; the difficulties in separating the "historical" Alexander from the "legendary" Alexander; Alexander's impact on the territories he conquered and on the world he left behind; the dynamics of power and isolation on Alexander's character. (Not offered in 2004-2005.)

### **108. Religion in Ancient Rome: Ritual, Death, and Commemoration.**

This course explores the shared concepts of the afterlife between Egyptian, Hellenistic, pagan Roman, and Christian societies by investigating funerary customs and the religious rituals that were associated with the cult of the dead. In addition it provides a survey of the monuments and inscriptions of those ethnically diverse slaves and freed slaves, whose names never appear in the history books. Lectures will be based upon slides that depict the physical evidence of tombs and columbaria, sarcophagi and urns, and grave goods such as lamps and other artifacts. We shall also consider the evidence of inscriptions and the engravings of Pietro Santo Bartoli and Piranesi, which provide documentation of the destruction of the archaeological evidence. (Not offered in 2004-2005.)

## *Modern Europe*

### **76. The Rise of Modern Europe: 1750 to the Present.**

An examination of the major issues in the rise of modern Europe from the 18th to the 21st century. Major topics include the secularization of culture, the industrial revolution, imperialism, the rise of the

modern nation state, and rise of new political-economic systems such as capitalism, democracy, fascism, and communism. The course concludes by examining the devastation of two world wars, Europe's post-war recovery, and Europe's new relationship with the world. Satisfies general education requirement. First semester. Lyons

**111. Topics in European History: The History of the Soviet Union.**

This course examines the rise and fall of the Soviet Union, starting with its origins in the October Revolution and concluding with its dissolution. Topics include issues of high politics such as the development and evolution of Soviet Communism under Lenin and Stalin, reform efforts under Stalin's successors, the Cold War, and managing tensions in a multi-ethnic empire. The course also includes a consideration of popular culture and the personal experiences of living through revolution, totalitarianism and invasion as evidenced in literature and memoirs. Satisfies general education requirement. First semester. Lyons

**111. Topics in European History: Terrorism and Politics.**

Focusing on the experience of European societies and governments with political violence, extremism, and terrorism, the course addresses issues such as economic, social, and cultural causes of unrest, ideology, organization, and structure of terrorist movements, and government response to terrorist threat. The course will focus on the 20th century, and analyze the terrorist phenomena in the context of political change and internal conflict. Second semester. O'Sullivan

**132e. European Intellectual History: 16th to 20th Century.**

The reorientation of European thought in the secularization of culture and the beginning of the modern state in the 16th century; the new ideologies concerning the relation of the individual, society, and nature with the rise of modern science in the 17th century; the emergence of ideas and progress of evolution in the industrial and post-industrial revolutions of the 18th to 20th century; post-modern thought in the late 20th century. First semester. Hamburg

**133. Russia, Then and Now.**

The dissolution of the Soviet Union has forced historians of Russia to restructure their views of the development of the Russian and Soviet Empires. Four aspects of that development will be studied in this course: How was the Russian empire put together and what allowed it to prevail for nearly a thousand years? What was the basis of the Soviet Empire and why did it survive only 75 years? What are the enduring factors of Russian and Soviet history which presently challenge the survival of both the republics and any future union? What unexpected effects does the absence of a Russian superpower have on international peace and stability, and in particular on the United States? Satisfies general education requirement. First semester. Hamburg

**136. The Great War.**

The First World War as seen through fiction and memoirs. Its impact on European values and institutions; the various types of combat; attitudes toward enemies and the home front; women and war. (Not offered in 2004-2005.)

**138. History as Biography.**

An examination of major issues in 20th-century Europe through the lives of important figures from politics, the military, labor and industry, science, literature, and the arts. Readings will consist largely of biographies, autobiographies, and memoirs, and discussion topics will include leadership, creativity, survival, and memory. (Not offered in 2004-2005.)

**139e. Culture and Society in Weimar and Nazi Germany.**

A study of the transformation of German culture and society from 1919-1945. Begins with intellectual dilemmas of 19th-century Germany. Examines flourishing culture and political turmoils of Weimar democracy, Hitler's rise to power in 1933, and Nazi perversions of culture. Focuses on literature, art, architecture, film, and music. Themes include the artist's role in society, the rise of modernism, art as propaganda, and responses to the Holocaust. Satisfies general education requirement. First semester. O'Sullivan

**140. Family, Women, and Social Change in Western Europe, 1500-1945.**

This course will analyze the relationships between family and gender, asking how men, women, and children's roles are shaped by economic, demographic, religious, and cultural factors; in turn, we will consider how the family and gender provided a symbolic language in politics and society, and how political, economic, and religious revolutions often focused on remaking the family and altering the roles of women and men. The course will focus on families, gender, and public attitudes toward the private realm in Renaissance Italy, Reformation Germany, Puritan England, Enlightenment and Revolutionary France, Victorian England, Fascist Italy and Germany. (Not offered in 2004-2005.)

**141. The Making of Modern France, 1700 to the Present.**

This course will cover France from the Enlightenment to the present, with an eye to how France exemplifies broader European developments while dramatically differing from other European nations. We will examine the revolutionary tradition, the tension between republicanism with its adherence to universal principles and the “civilizing mission” of the colonial project, debates about citizenship and rights, industrialization, urbanization, feminism, transformations in the family, the development of a consumer and popular culture, intellectual and political movements, and French involvement in world affairs. Satisfies general education requirement. (Not offered in 2004-2005.)

**142. Renaissance and Reformation Europe, 1400-1700.**

In this course we will analyze how new aesthetic, intellectual, and spiritual developments altered social and political life. After examining Europe in crisis after the ravages of the Black Death, we will study the developments of Protestantism and a Catholic Reformation, the Italian and English Renaissances, the age of exploration, the development of capitalism, the scientific revolution, and the 17th-century religious and civil wars of Britain and the Continent. Satisfies general education requirement. (Not offered in 2004-2005.)

**142e. Culture and Politics in Turn of the Century Europe, 1880-1918.**

Explores the relationship between politics, culture, and social change in Western and Central Europe. Units will focus on important cities, including Vienna, Berlin, Munich, Prague, Budapest, and Paris. Topics include the rise of psychoanalysis, Impressionism, and Expressionism, conceptions of decadence, cultural pessimism, and anxieties about changing gender roles. First semester. O'Sullivan

**143. The Age of the French Revolution, 1760-1815.**

Explores the Enlightenment and French Revolution in a broader European and Atlantic World context, with a focus on events in France, 1789-1802. Examines how 18th-century cultural, intellectual, and political developments in Britain, France, the Netherlands, and the loss of the American colonies contributed to the French Revolution, and in turn what impact the French Revolution and the rise of Napoleon had throughout Europe and the Caribbean world. Topics will include: comparative 18th-century conceptions of rights, citizenship, and nationalism; the British versus French Enlightenments; women and revolution; the Terror and violence; arts, propaganda, and popular culture; counter-revolutionary forces; race, slavery, and the Haitian revolution. (Not offered in 2004-2005.)

**145. The Culture of Fascism in 20th-Century Europe.**

Provides an understanding of fascism in modern Europe by exploring its cultural and intellectual components. After surveying the various fascist movements and considering the competing definitions of the concept, specific topics to be treated include: intellectual roots; theories of psychological appeal; management of the arts in National Socialist and Fascist Italy; film; architecture and monuments; and the role of the Church. (Not offered in 2004-2005.)

**146. History of Germany, 1740 to the Present.**

Traces the history of German lands from Frederick the Great to recent reunification. The rise of Prussia, the mixed responses to the Enlightenment, the emergence of Bismarck, and the creation of a unified German state in 1871, are examined as foundations of modern Germany and as prelude to the devastation of two world wars. Other topics include the nature of the Third Reich, the evolution of the genocidal program, postwar efforts at denazification, the establishment of two Germanies, the tensions of the Cold War, and the fall of the Berlin Wall. Satisfies general education requirement. (Not offered in 2004-2005.)

**148b. Women in European History, 1815 to the Present.**

This course will both examine developments in women's lives in 19th- and 20th-century Europe, and suggest ways in which gender issues amplify our understanding of the mainstream historical narrative. While the course will consider women's lives in concrete moments, such as the Industrial Revolution and the two World Wars, it will focus on larger thematic issues including changing discourses on women, and agency versus societal limitations. The readings in the course will combine some of the important work being done by scholars of women's history and gender history with excerpts from primary texts, particularly those written by women themselves. (Not offered in 2004-2005.)

**150e. The Age of Elizabeth I and Shakespeare: Tudor-Stuart Britain, 1485-1715.**

Explores the triumphant rise of the 16th-century Tudor monarchs and their impact on politics, society, religion, and culture, and the troubled role of the 17th-century Stuart monarchs, the English Civil War, and “Glorious Revolution.” By using several of William Shakespeare's plays and other cultural sources, the course analyzes how theater, literature, the visual arts, print and popular culture created mythic national histories and reflected contemporary socio-political concerns. Other topics will include: king-

ship and state building; the Protestant Reformation; women and family; crime and the poor; early empire building and slavery. (Not offered in 2004-2005.)

**151e. The Making of Modern Britain, 1715-1945.**

From the age of George I to the defeat of Hitler, this course will examine how the British politically, economically, and culturally constructed their nation and empires. Themes will include the British Enlightenment, the rise of capitalism and industry; the acquisition of a world-wide empire in the Americas, India, Africa, and elsewhere; the cultivation of nationalism, Victoria and Victorianism; the growth of mass politics and culture; the early welfare state; the Seven Years War; the American Revolution; The French and Napoleonic Wars; the Crimean and Boer Wars; the World Wars; the effect of these wars on the home front, literature, and politics. Satisfies general education requirement. (Not offered in 2004-2005.)

**152. Politics and Art in Western Europe, 1700-1945.**

How do visual imagery, satire, fiction, and film convey political meanings and critiques? Why and how do political revolutionaries use the arts to help remake society? How do political critics use the arts to make their points in more or less provocative ways? How can we read the arts as political artifacts? This seminar will answer these questions by focusing on William Hogarth and 18th-century Britain; the French Revolution and 1848-1871; imagery of nationalism, race, and colonialism in late 19th-century Britain and Empire; politics, film, and modernity in Paris, 1919-1945. (Not offered in 2004-2005.)

**177. Topics in European Social History, 1347-1815.**

An investigation into the interplay of ecology, demography, economy, religion, politics, and culture from the Black Death to the end of the French Revolution. We will examine the impact of historical change on individuals and communities, and analyze how people have interpreted their historical conditions. Satisfies general education requirement. First semester. Cody

**180. A History of European Aristocracy Since 1750.**

This advanced seminar will explore the European aristocracy in a comparative context. It will focus on the modern era, beginning with the Enlightenment and continuing through the present day. The first segment will explore the monarchies in various countries: the Windsors, Romanovs, and Hohenzollern, for example. The second segment will examine the declining fortunes of the feudal aristocracy: how they contended with revolutions, republicanism, and a nascent bourgeoisie. The section will examine European aristocrats in the second half of the 20th century, exploring issues surrounding the persistence of their power and popularity. (Not offered in 2004-2005.)

*The United States*

**80. Forging a New Nation, America to 1865.**

Focusing primarily on political and institutional development from the founding of the English colonies to the establishment of a federal union and the emergence of a continental nation, the course also examines pervasive historical myths, changing interpretations, and the present relevance of the American past. Satisfies general education requirement. First semester. Lofgren

**81. Modern America, 1865 to Present.**

This introductory survey course, beginning with the United States' emergence in the late 19th century as an industrialized, urbanized society, traces America's evolution into a complex, heterogeneous, "modern" state. Satisfies general education requirement. Second semester. J. Ashenmiller

**109. History of Jazz.**

A history of jazz music. Students study the development of jazz from its origins in 19th-century African-American music to the present. Emphasis is placed on the sociological aspects of jazz, on American and European musical culture, jazz innovators and styles. Other topics of concern will be: the effects of racism in America and the relationship to jazz; the development and impact of recording, radio, film, and television; art in society; jazz music and drugs. African-American History; jazz as a music of self-expression; improvisation as art; and more. Class discussion will focus on the differing styles of jazz giving perspective to the music as it relates to the culture from which it grows. Second semester. Gratz and Masters

**112. Topics in American History: History of Los Angeles.**

This course examines the social and cultural history of Los Angeles, especially the late 19th century through the 20th century. We will examine major themes such as the interactions of diverse social groups, the development of the modern metropolis, the interplay of Angelenos with their environment, and the changing representations of Los Angeles and its history. First semester. De Stefano

**112. Topics in American History: History of Women in the United States, 1865-present.**

This course provides an overview of women's experiences and the shifting meanings of gender in the United States from Reconstruction through the late 20th century. The course will examine the major political, economic and social developments that impacted women's lives, with particular emphasis on such themes as work, shifting gender roles, the differences of race, class, and region, and the struggles for equality. First semester. De Stefano

**114. History of California.**

This seminar examines the history of California, especially the period since statehood. Readings, research/writing, and class discussion will focus on the role that California has played as the leading state in the development of the American West as well as the state's national significance in terms of politics, culture, and the economy. Satisfies general education requirement. (Not offered in 2004-2005.)

**119. The Sixties.**

The decade of the 1960's was pivotal in the transformation of American society and culture, and its legacy is hotly contested in American today. In this seminar, we will read both the documents of the time and historians' interpretations in order to analyze American society, culture, and politics during the sixties. Our analysis will be framed by the following questions: How did the role of the United States as a superpower affect domestic politics, and how did the consciousness of the Cold War and nuclear war permeate domestic culture? Why was there an explosion of cultural and political radicalism in the sixties? How were cultural and political experimentation related to each other, and what is their enduring legacy? How did the Civil Rights movement and the Antiwar movement influence the development of other social movements, such as the movements for women's rights, Chicano rights, and gay rights? How were the movements of the two decades shaped by the maturation of New Deal liberalism, and how in turn did they influence the decline of liberalism and the rise of a new conservatism? First semester. Staff

**120. The American Experience Through Biography and Autobiography.**

This seminar utilizes biography and autobiography as vehicles to explore key moments and important issues in American history. Texts and themes will range from colonial times to the present. Some possible topics may include: the revolution, slavery, electoral politics, social reform, national identity, regional consciousness, and civil rights. Satisfies general education requirement. (Not offered in 2004-2005.)

**121. The Politics of Recent America, 1945 to the Present.**

After exploring pre-1945 roots of the liberal interventionist government in America, the course examines its subsequent impact in areas such as politics, military and foreign policy, race relations, individual freedom, and governmental responsibility. Also listed as Government 108. First semester. Lofgren

**122. American Schools.**

Explores the history of schools in the United States from the late 19th century to the present. While our focus will be public education at the primary and secondary school level, we will also make links to private and parochial schools as well as to higher education. We will locate the changing character of schools in the context of broader social and cultural developments such as industrialization, immigration, and urbanization. Topics may include shifts in school curricula and funding, theories of learning, education and social mobility, segregation and integration, and debates over school reform today. Throughout, we will consider the ways in which the schools have represented a focal point for debate over what it means to be American. (Not offered in 2004-2005.)

**123. History of the American West.**

This course examines the role of the American West within U.S. history from the Gold Rush era to the present. Students will examine major themes within the field such as migration and settlement, the environment, role of the federal government/public policy, popular culture, and the peopling of the West. The course will address historian Frederick Jackson Turner's thesis regarding the uniqueness of the American experience and character on the frontier. Satisfies general education requirement. First semester. Ruffin

**124. The American Mosaic: Immigration and Ethnicity in the United States.**

From the very beginning, the United States has been a country composed of peoples who have migrated from other parts of the world. This course will examine how many different peoples have undergone the process of becoming Americans. Although the time period will stretch from colonial times to the present, the focus will be on the 19th and 20th centuries. (Not offered in 2004-2005.)

**125. Asian American History, 1850 to the Present.**

This survey course examines the journeys of Asian immigrant groups (and subsequent American-born generations) as they have settled and adjusted to life in the United States since 1850. The course

addresses issues such as the formation of ethnic communities, labor, role of the state, race relations, and American culture and identity. (Not offered in 2004-2005.)

**126. American Constitutional History.**

The development of American constitutional and legal institutions and ideas from the colonial period to the present. Focuses include the constitutional conflict with Britain; the framing and ratification of the Constitution; federalism in the early republic; slavery and sectional conflict; the Fourteenth Amendment and civil rights; total war and civil liberties; private law and public policy; and the political role of the modern Supreme Court. Also listed as Government 176. Second semester. Lofgren

**127. Civil War and Reconstruction.**

An examination in depth of the social, political, and economic factors that caused the Civil War and accelerated dramatic change during the War itself and during its aftermath. Some attention is paid to the military aspects of the War, but the major focus is on the coming of the War and the impact of the War and Reconstruction on the social order. Satisfies general education requirement. First semester. J. Ashenmiller

**128. The Supreme Court and the Constitution in Modern America (Seminar).**

The development of the American Constitution from the late 19th century through the late 20th century, particularly as affected by the work of the United States Supreme Court. Oriented toward research in primary sources and writing, but also includes discussion of secondary literature and oral presentations. Previous coursework in American history or constitutional law is desirable. Prerequisite: Permission of instructor. Also listed as Government 188. (Not offered in 2004-2005)

**148. Women in European History, 1450-1815.**

This course will both examine developments in women's lives in the early modern world and suggest ways in which gender issues amplify our understanding of the mainstream historical narrative. While the course will consider women's lives in concrete moments such as the Reformation and the French Revolution, it will focus on larger thematic issues including changing discourses on women and agency versus societal limitations. The readings in the course will combine some of the important work being done by scholars of woman's history with excerpts from primary texts, particularly those written by women themselves. Thus, texts such as Mary Astell's A Serious Proposal to the Ladies and police reports from women who participated in the October 5, 1789 march to Versailles, will provide an important window through which to examine women's lives and the construction of gender identities in the early modern world. (Not offered in 2004-2005.)

**149. America in Depression and War.**

This course examines the transforming effects of two cataclysmic events in the 20th century. We will study the ways in which both the Great Depression and World War II led to a major reordering of American society, and politics, and culture. Topics include social welfare, the growth of the state, race and gender relations, work and organized labor, the impact of new forms of media, economic mobilization, and war and social change. (Not offered in 2004-2005.)

**153. American Religious History.**

This seminar examines the role that religion has played in the history of the United States, and asks students to critically explore how peoples and communities in various places and times have drawn upon religion to give meaning to self, group, and nation. The course will cover a wide range of traditions, including Protestant Christianity, Roman Catholicism, and Judaism, as well as regional, denominational, and racial-ethnic dimensions within these groups. Readings will consist of history monographs, fiction, biography, and scholarly articles. Also listed as Religious Studies 138. First semester. Espinosa

**154. Politics and Society in 20th-Century United States.**

In the 20th century, the rise of a strong, national administrative government has played a central role in transforming the lives of American citizens. This course examines both the causes and effects of this state development, looking closely at the evolving dynamic between the government and its citizenry. Thus we will study the formation of public policies from the top-down as well as grass-roots activism from the bottom-up. Satisfies general education requirement. (Not offered in 2004-2005.)

**175. Women and Politics in America.**

This course will analyze the history of American women in political life, broadly defined, from the mid-19th century to the present. Following a historical chronology, we will consider the debate over the 15th amendment, the movement for female suffrage. Reforms of the Progressive era, activism through church and community groups, the New Deal, the Civil Rights movement, the women's movement, and women officeholders today. Throughout we will consider women's political work as legislators, public policy makers, reformers, and activists. (Not offered in 2004-2005.)

**176. American Families.**

This seminar will explore the history of American families in the 20th century. We will examine the changing structure and functions of the family and analyze how the family reflects and shapes larger social, political, and economic developments in American life. Readings and discussions will consider the family in relation to gender, sexuality, childhood, immigration, race, social welfare, and the state. (Not offered in 2004-2005.)

*Comparative and Topical Courses***100. Freshman Honors Seminar.**

Selected topics in history. By invitation only. Satisfies general education requirement. For details and descriptions, see "Seminars for Freshmen and Sophomores."

**113. Theories of History.**

This course examines the nature of philosophy and history and their interrelations. Accounts of the past - including speculative philosophies of history - are considered critically in terms of the methodological problems they involve, the meaning of "explanation," "causal connection," "unit of interpretation," "historical generalization," and "objectivity" as distinguished from "subjectivity." Also listed as Philosophy 102. First semester. Moss

**179. Researching the Holocaust.**

An interdisciplinary, team-taught exploration of research and reflection on the cutting-edge of current issues and debates surrounding Nazi Germany's attempt to annihilate the Jews. In a seminar-style inquiry designed for students who want to take their previous Holocaust studies to a more advanced level, attention focuses on film and internet resources, as well as on recent books and articles. Also listed as Philosophy 179 and Religious Studies 159. Prerequisite: Acceptance of application to instructors. (Not offered in 2004-2005.)

**181. America in the Age of Revolution.**

Adopting a broad, trans-Atlantic perspective, this seminar will explore the American Revolution and the influence of its republican ideals in both the Old World and the New. To this end, we will look closely not only at the struggle between Britain and her American colonies, but also at the French Revolution of 1789-1799, the Haitian Revolution of 1791-1803, the Napoleonic Wars of 1799-1815 (including the War of 1812), and, not least, the revolutionary movements in Spanish America that finally concluded in 1821. In the process, we will examine closely the extent to which the revolutionary struggles in France, Haiti, and Spanish America were influenced by the North American experience and, no less significantly, how those revolutions in turn shaped the evolution of the American experiment in self-government. (Not offered in 2004-2005.)

**183. Topics in Oral History (with Practicum).**

The course introduces students to the theory and methodology of oral history through a group project. The first part of the course acquaints students with the basic methodologies of oral history and the historical background of the topic for the year. The second portion of the course consists of interviews. Each student edits a final transcript for deposit in the Honnold Library and submits a written report on his/her findings. Students also develop a group report and video documentary based on the interviews. Some prior background in history required. Intended primarily for majors and other interested students. (Not offered in 2004-2005.)

**186. London and Paris in the 19th Century.**

A seminar comparing how these two great urban centers experienced the tremendous social upheavals of the 19th and early 20th century. How did the developments of capitalism, revolution, war, urbanization, modernity, and alienation play themselves out in London and Paris between the end of the Napoleonic Wars and the end of the First World War? We will examine historical texts, maps, economic and demographic data, art, architecture, novels, poetry, popular culture, detective stories, photography, and early film. Intended primarily for majors and other interested students. First semester. Cody

**186a: New York and Paris in the 19th Century.**

A seminar comparing the process of urbanization and modernization in Paris and New York from the 1770's to the 1920's. How were these two cities shaped by capitalism, politics, culture, and immigration? How did both cities respond to the peculiar crises of modern cities from public health to riot and revolution? How did both cities become the cultural capitols of the modern world, and why have New York and Paris had a special relationship with each other? This course will use historical texts, maps, economic and demographic data, art, architecture, fiction, photography, and film. Intended primarily for majors and other interested students. (Not offered in 2004-2005.)

*Independent Study***199. Independent Study in History.**

Students who have the necessary qualifications and who wish to investigate an area of study not covered in regularly scheduled courses may arrange for independent study under the direction of a faculty reader. (See “Academic Policies and Procedures” for details.) First and second semester. Staff

*Scripps College and other Non-CMC History Courses by Topic:*• *Ancient and Pre-Modern Europe*

**110asc. European History to 1648: From Rome Through the Thirty Years War**

• *Early Modern Europe*

**157sc. Machiavelli and Machiavellianism: Power, Law and Society**

**158sc. Crime and Punishment in the Renaissance**

• *Modern Europe*

**110bsc. Europe from the 17th Century to the Present**

**123sc. Introduction to the Philosophy and History of Culture**

**128sc. Three Cities, One Decade: Paris, Berlin, and London in the 1920's**

**129sc. Paris and the Birth of Modernity in the 19th Century**

**168sc. The Destruction of European Jewry and German Society, 1933-1945**

**179sc. Disease, Identity, and Society**

• *Latin America*

**17ch. Chicano/a History**

**31ch. Colonial Latin America**

**32ch. Latin America Since Independence**

**100cch. Latina Feminist Traditions**

**100ich. Identity and Culture in Latin America**

**117asc. Early Latin America: The Roots of Modern Identity**

**117bsc. Contemporary Latin America and the Caribbean**

**131sc. Working People in the Americas: Race, Labor, and Organizing**

**133sc. Cuba and Nicaragua: Revolution in the Shadow of Empire**

**136sc. History of the Modern Maya: Indian Ethnicity and Resistance**

**137sc. The Church of the Poor in Latin America and the Caribbean**

**138sc. Popular Culture in Latin America**

**164sc. Women in Latin America: Social Justice and Violence**

• *Africa*

**40bk. History of Africa to 1800**

**41bk. History of Africa since 1800**

**149bk. Industrialization and Social Change in Southern Africa**

• *The United States*

**111abk. African Diaspora in the United States to 1877**

**111bbk. African Diaspora in the United States since 1877**

**115sc. Women, Religion, and Political Culture in Antebellum America**

**116sc. The Old South and Modern Memory**

**119bsc. Intellectuals and Social Change**

- 120asc. United States History to 1865
- 120bsc. United States History since 1865
- 121sc. Culture, Politics, and Civil War
- 171bk. History of African American Women in the United States
- 172sc. History of Women in the United States.
- 174sc. The American 1960's
- 175. Power and Society: War and American Nationality
- 176bk. Civil Rights Movement in the Modern Era
- 177sc. The U.S. in the 1920's: Fords, Flappers, and Fundamentalists
- 178sc. American Cultures: Conflict, Consensus, and Difference

- *Law and Legal Thought*

- 158sc. Crime and Punishment in the Renaissance
- 160asc. History of Legal Thought: Ancient Law
- 160bsc. History of Legal Thought: 1066-1789
- 162sc. Seminar in Legal Thought: Problems of (In)Justice.

For additional information and course offerings, please consult the *Fall 2004* and *Spring 2005 Undergraduate Schedule of Courses*. Details and course descriptions may be found in the appropriate College catalogs.

