

## Faculty

Eliza J. Ablovatski  
*Assistant Professor*

Christopher D. Barth  
*Adjunct Instructor*

Jeffrey A. Bowman  
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*John B. McCoy-Bank One Distinguished Teaching Professor (on leave)*

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*Visiting Instructor*

**Ruth W. Dunnell**  
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Bruce L. Kinzer  
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Matthew W. Maguire  
*Andrew W. Mellon Assistant Professor of History and IPHS (on leave)*

Glenn M. McNair  
*Assistant Professor (on leave, first semester)*

Peter M. Rutkoff  
*Robert A. Oden Jr. Professor of American Studies (on leave)*

Kai P. Schoenhals  
*Professor Emeritus*

William B. Scott  
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*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.

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 1/2 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 1/2 required units must include: 1 1/2 units of work in

foundation courses; 2 units of work in a concentration within the major; the 1/2-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 (except for honors majors) the Senior Research 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).

In addition to course requirements, majors must meet the collegiate requirement of passing the Senior Exercise, usually conducted in the spring semester. The history Senior Exercise consists of: (1) a newly prepared and significantly revised version of the research paper completed in the Senior Seminar, 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.

### **The Foundation Courses**

(1 1/2 units)

Ordinarily students meet this requirement by taking 1 unit of study in survey courses and 1/2 unit of study in introductory seminars. The 1-unit requirement in survey courses must be met by taking 1/2 unit in Africa/Asia and 1/2 unit in Americas/Europe. The 1/2-unit requirement in introductory seminars must be met by taking either a first-year or a sophomore seminar. (Students with advanced-placement credit have alternatives. They should consult the advanced placement section below.) It is advisable that the foundation requirement be met by the end of the sophomore year.

### **The Concentration within the Major**

(2 units)

The purpose of the concentration 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 of concentration. The concentration proposal should identify: (1) the geographic area(s) or theme(s) or issue(s) that the student will explore; (2) the courses that the student proposes to take to complete the concentration; (3) the reasons for these choices; and (4) the role, if any, that off-campus study will play in the concentration. Students may select their field of concentration from the recommended fields below:

Africa  
Americas  
Asia  
Colonialism/Imperialism  
Comparative History  
Ethnic/Diaspora Histories  
Europe  
Gender/Women's History  
Intellectual/Social/Cultural/ Economic/Religious  
Labor/Political/Diplomatic History  
Law and Society  
Medieval Studies  
National/Regional Histories  
Renaissance Studies  
Urban/Rural Studies  
War/Revolution/Peace

### **The History Minor**

A minor in history will consist of at least 2 1/2 units (typically five courses), which include:

1. At least 1/2 unit in premodern and 1/2 unit in modern history (as defined in the *Course of Study*)
2. 1/2 unit of practice and theory of history (HIST 387 or 388)
3. At least two other upper-level seminars or mid-level surveys above the level of foundation surveys and seminars.

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 1/2 unit from outside the history department.

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 are exempt from the relevant survey foundation requirement—indeed, they may not enroll in it; (2) they may enroll directly in courses in their AP field above the foundation-course level; (3) they may enroll in sophomore seminars in their first year to fulfill the foundation seminar requirement; (4) they may apply 1/2 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 1/2 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.

## 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.

## First-Semester Courses

### Foundation Surveys

#### United States History, 1492-1865

◆ HIST 101D (1/2 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 of 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 nation. Topics will include the expansion of the market economy, chattel slavery, and the factory system. The course will also look at early urbanization, the rise of egalitarianism, religious movements, the first women's movements, and the defeat of the southern secessionist movement. 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: From 1400s to 1820

◆ HIST 120 (1/2 unit)  
*Chamosa*

This course is a thematic survey of Latin American history from the rise

and demise of pre-Columbian civilizations to the crisis of independence in the early nineteenth century. The course will examine the patterns of Iberian conquest, the meaning of the encounter, plantation economy, slave resistance, the role of women in colonial society, marriage norms, family organization and concepts of childhood, and the impact of indigenous rebellions at the end of the colonial cycle. This course will provide a sound background to future explorations in Latin American history and culture. (Fulfills portion of history major foundation survey and premodern requirement.)

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

◆ HIST 126 (1/2 unit)  
*Larson*

This course surveys the history of the early Middle Ages, tracing 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. (Fulfills portion of history major foundation survey and premodern requirements.)

#### Early Modern Europe, 1500-1815

◆ HIST 131 (1/2 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 (1/2 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 analysis of state formation, 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.)

#### Modern East Asia

◆ HIST 160 (1/2 unit)  
*Dunnell*

In the early nineteenth century, the expanding presence of European traders in the waters off the coast of China and Japan interacted with local developments to transform the history of East Asia. This course surveys the history of Japan, Korea, China and Vietnam from the late eighteenth century to the present. It looks comparatively at the struggles of these four societies to preserve or regain their independence and refashion their national identities. It also assesses the position of East Asia in the emergence of the modern world. No prerequisites. Senior history majors are not eligible for enrollment. (Fulfills portion of history major foundation survey requirement.)

### First-Year Foundation Seminars

#### Medieval Women

◆ HIST 186 (1/2 unit)  
*Larson*

Melania the Younger and Hildegard von Bingen, Christine de Pisan and Chaucer's Wife of Bath, Eve and the Virgin Mary: all are important female figures in medieval Europe for whom most introductory courses

spare little time. This course will attempt to provide some balance and examine the varied lives of women between 400 and 1500 AD, from saints and queens to spinsters and prostitutes, and all between. Using a variety of medieval sources, we will examine major questions about the lives of medieval women, such as their changing roles in the family and community, medieval conceptions of marriage and sexuality, femininity and masculinity, and their involvement in and exclusion from commerce and religion. When possible, the distortion of women's voices in medieval records will be addressed. Finally, students also will survey recent approaches of modern scholars to the history of medieval women and the ways that modern agendas have shaped and reshaped the study of the past. As a seminar, the course will revolve around student analysis of the readings through discussion and written assignments. There is no prerequisite for this course, and mini-lectures will provide the basic historical background for discussion. (Fulfills portion of history major foundation seminar requirement and premodern requirement.)

#### **African Christianity**

◆ HIST 187 (1/2 unit)  
*Volz*

In many parts of Africa today, Christianity has become a major social force, with more people attending church in Africa than in Europe. However, little more than a century ago, Christianity was largely an alien religion introduced by foreign missionaries. This seminar will explore the diverse ways that Africans have appropriated Christianity in the context of their own cultures, adapting it to meet their own social, political, and spiritual needs. Although we will consider some elements of continuity between European and African Christianity, the emphasis will be on cases of African resistance to European control and the historical development of different African expressions of Christianity. Because this course is a first-year seminar, the readings and assignments will also

serve as an introduction to historical analysis, culminating in the writing of a research paper. (Fulfills history major foundation seminar requirement.)

#### **Mid-level Survey Courses (200-288)**

##### **History of the South, 1607-2005**

HIST 210 (1/2 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 biracial character, and the formation of a shared African/European culture. Students will look at the political events that shaped the region, its economic structures, the regional differences within the South, and changes that have taken place over the course of the last four hundred years.

##### **Human Rights in Contemporary Latin America**

HIST 219 (1/2 unit)  
*Chamosa*

During the 1970s and 1980s, dictatorship, civil war, guerrilla uprisings, and repression ravaged most countries in Latin America. In those dark days, violation of human rights was customary, and the legacy of such crimes still haunts Latin American societies to this day. However, amid state-sponsored torture and killing, Latin-American citizens stood up for their rights, nurturing a strong human-rights movement, which, in the long run, became the most solid foundation for present day democracies. This course studies the evolution of the human-rights movement in Latin America focusing on selected countries. It also analyzes the role of the United States's government in promoting both human-rights violations and the respect for human rights. The course provides background in the concepts and theory needed to understand such issues. Finally, the course explores different forms of group rights, such as children's, women's, and indigenous rights; the

importance of transnational networks of solidarity; and how those rights apply in Latin America today.

#### **The British Empire**

HIST 226 (1/2 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.

#### **History of the Reformation: 1500-1648**

HIST 230 (1/2 unit)  
*Lane*

The course will explore the Reformation era in continental Europe from the beginning of the sixteenth century to the end of the Thirty Years War in 1648. This revolutionary period provides important insights into the development of modern Western society. It was a period of dramatic developments in the intellectual, political, economic, and social structures of a civilization. The medieval intellectual and political traditions were fired in the crucible of economic, religious, and social upheaval. The emergence of clearly defined territorial states, modern capitalism, royal absolutism, the Enlightenment, economic and ethnic social stratification, and Christian confessionalism became a fixed part of the landscape of Western culture. The course will

cover both the traditionally understood Protestant reformation and Catholic reformation, the late medieval intellectual traditions, urban and rural conflicts, the struggle of empire and kingdoms, religious conflicts and confrontations, capitalism's role in social and political revolution, and the emergence of a new social order.

### **Modern European Women's History**

HIST 232 (1/2 unit)  
*Ablovatski*

In lectures and discussions, we will cover European women's history from the Reformation and Enlightenment up through the late twentieth century and the questions raised by the end of the Soviet system. We will look at women's participation in the work force and in revolutionary movements, their fight for political emancipation and equality, and their relationship to war and racism, as well as study the changing ideas of womanhood, gender, and family throughout modern European history.

### **History of the Ottoman Empire**

HIST 258 (1/2 unit)  
*Kilic-Schubel*

Founded in the late thirteenth century and lasting until the 1920s, 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 multi-ethnic, multi-religious entity, which at its height contained territories in the Balkans, the "Middle East," and North Africa. It has left a significant political and cultural legacy, which continues up to our own time. In this course we will examine the entire span of Ottoman history from the establishment of the empire until its dissolution in the aftermath of World War I. Topics to be covered will include: the role of Islam in the Ottoman state, the problems of governing a religiously and ethnically pluralistic empire, the changing nature of Ottoman politics and administration, Ottoman relations with Europe, Ottoman responses to modernity, the rise of nationalisms, and the events

leading up to the eventual creation of the modern Turkish Republic in the Ottoman heartland.

### **Sophomore Seminar: The Second World War**

HIST 289 (1/2 unit)  
*Wortman*

This seminar is specifically designed for sophomores. It focuses on the political, military, social, and cultural experiences of World War II. The seminar will pay special attention to the rise of global fascism and militarism and to their diverse manifestations in Western and Central Europe and in Asia. The seminar will assess the responses of the liberal democracies to fascism and analyze the ways in which the war changed human perceptions of freedom and human nature.

Seminar material will include historical, literary, theological, artistic, and film sources. Examples of works to be read in the seminar may include, pending availability of paperback readings, primary historical sources of the Nazi and imperial Japanese experience; a monograph on the diplomatic background to World War II; novels by Shohei Ooka, James Jones, Norman Mailer, Irwin Shaw, Willi Heinrich, or the Soviet writer Rybakov, among others; Reinhold Niebuhr for theology and human nature; and U.S., British, Soviet, and German or Italian documentary films of the era. Prerequisite: 1 unit in either English or history. Enrollment limited to sophomores. (Fulfills history major foundation seminar requirement.)

### **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.

### **Crime and Society in Medieval England**

HIST 330 (1/2 unit)  
*Larson*

In medieval England, a strong and sophisticated legal system coexisted

with the everyday use of violence to settle private quarrels—not much different from the modern United States. In this seminar, we will examine the history of law and disorder from the Anglo-Saxon invasions to the Wars of the Roses. In addition to the development of the English Common Law and institutions such as the jury, we will examine the perceptions and responses to crime and discord, including the most important questions: what was a crime, what was a criminal, and what was the role of punishment? We will explore the ways that authorities and common folk defined and enforced crimes, the involvement of different groups in the processes of law, and the roles of outlaws such as Robin Hood. Throughout, we will consider modern analogues, including issues such as jury nullification, enforcement of laws, and debates over justice and punishment. Classes will focus on close analysis and discussion of a variety of primary sources in translation. Prerequisite: HIST 126 or 127. (Fulfills history major advanced seminar requirement.)

### **Middle East**

HIST 338 (1/2 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.)

### **East European Life Stories**

HIST 339 (1/2 unit)  
*Ablovatski*

Modern East European history is full of contradictions. It has been at times: turbulent and stagnant, oppressive and emancipatory, revolutionary and "backward," ethnically diverse and racist/nationalist. How have individual people experienced their history and how have they understood their own place within it? Using a variety of memoirs, autobiographies, interviews, and documentary films, we will explore the life narratives of East Europeans in the nineteenth and twentieth centuries, paying particular attention to minorities and women,

groups whose memories and experiences often differed from the dominant historical narratives. Students with German, Russian, or other East European language skills are particularly encouraged to join. Prerequisite: at least one unit in history, English, or modern languages. (Fulfills history major advanced seminar requirement.)

### **Practice and Theory of History**

HIST 387.01 (1/2 unit)

*Dunnell*

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 (1/2 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**

HIST 431 (1/2 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.)

### **History of Ireland**

HIST 434 (1/2 unit)

*Browning*

This seminar will introduce students to the history of Ireland. Through readings, reports, and discussions, the seminar will examine major topics and themes in Irish history from the pre-Christian origins of Celtic society on the island to the present. Enrollment limited to fifteen. (Ful-

fills history major advanced seminar requirement.)

### **Senior Research Seminar**

HIST 490 (1/2 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 2004 are as follows:

#### **Senior Seminar: Open Topics**

HIST 490.01 (1/2 unit)

*Ablovatski*

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: Americas**

HIST 490.02 (1/2 unit)

*Scott*

The seminar will be devoted mainly to formulating ideas about, identifying sources for, and pursuing individual research projects that

focus on the Americas. The format of the course and the kinds of student activities involved are the same as those of HIST 490.01 (Open Topics) above.

**Senior Seminar: Open Topics**

HIST 490.03 (1/2 unit)  
*Kinzer*

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

**Senior Honors**

HIST 497 (1/2 unit)  
*Dunnell*

The honors candidates enrolled in this course will devote their time to the research and writing of their honors theses under the direct supervision of a history faculty member. Prerequisite: permission of instructor. (Fulfills history major senior research seminar requirement.)

**Individual Study**

HIST 293/393/493 (1/4 or 1/2 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 (1/4 unit)  
HIST 393.01 (1/4 or 1/2 unit)  
HIST 493.01 (1/2 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, extensive 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 (1/2 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, from 1820 to the Present**

◆ HIST 121 (1/2 unit)  
*Chamosa*

Although during the last twenty years most Latin American countries achieved a degree of political stability never before experienced in their history, insecurity and violence still

threaten the fledgling democracies. This course's lectures and discussions will examine the roots of present-day conflicts by investigating the process of nation formation and the failure of the political systems to address the concerns of women, peasants, workers, indigenous communities, and blacks. The course will also discuss defining events in Latin American history, including the War of 1898 (or Spanish-American War), the Mexican Revolution, the Cuban Revolution, and the Central American civil war of the mid-1980s. By examining diverse forms of cultural expression, including cinema, dance, literature, visual arts, and popular culture, the course will also provide a sense of the diversity and vitality of Latin American nations. (Fulfills portion of history major foundation survey requirement.)

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

◆ HIST 127 (1/2 unit)  
*Larson*

This course surveys the history of the later Middle Ages in Europe and the Mediterranean, covering the renaissance of the twelfth century, mendicant and monastic spiritualities, scholasticism, the rise of universities, and the devastation of the Black Death. (Fulfills portion of history major foundation survey and premodern requirements.)

**Modern Europe (Since the French Revolution)**

◆ HIST 132 (1/2 unit)  
*Ablovatski*

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, technology, 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 (1/2 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.)

### **Contemporary African-American History**

◆ HIST 176 (1/2 unit)

*McNair*

This is an introductory lecture and discussion course on the history of African Americans in the United States. Beginning with the emancipation of the slaves, the course traces the evolution of black culture and identity, the construction and destruction of racial segregation, and the continuing struggle for “freedom.” There are no prerequisites, but familiarity with the materials covered in HIST 175 is assumed. (Fulfills portion of history major foundation survey requirement.)

### **First-Year Foundation Seminars**

#### **Origins of the First World War**

◆ HIST 188 (1/2 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. (Fulfills history major foundation seminar requirement.)

#### **Nation, Race, and Popular Culture in Modern Latin America**

◆ HIST 189 (1/2 unit)

*Chamosa*

Although Latin Americans share a common history and cultural background, a strong sense of nationality prevails over the idea of a pan-Latin American unity. The triumph of the national idea, however, did not completely erase Latin American internal cleavages. Were the

indigenous communities part of the national heritage? What about the descendants of African slaves? This seminar looks deeply into the process of nation formation and the complexities of the social construction and representation of race in several key Latin American countries. The readings include a combination of primary sources and monographs. Among the topics examined are: the Maya Indians of Guatemala, music and dance, blackness in Cuba, the carnival of Rio de Janeiro, the Indians of the Amazon, and the ideology of “Mestizaje.” The seminar format is designed to provide students a first approach to the techniques of individual research and the writing of scholarly essays. (Fulfills history major foundation seminar requirement.)

### **Mid-level Survey Courses (200-288)**

#### **British History, 1485-2000**

HIST 227 (1/2 unit)

*Browning*

This course will survey British history from the accession of the Tudors until the present day. Topics to be considered include the Reformation, the unification of Britain, the civil wars, the rise of parliament, the origins of empire, the industrial revolution, the political response to urbanization, Britain as a great power, the secularization of Britain, the end of empire, and the adjustment to diminished global status. Student responsibilities include regular attendance, attentive reading of the texts, one research paper, and two examinations.

#### **Medieval Kings and Queens**

HIST 234 (1/2 unit)

*Larson*

Clovis, Charlemagne, St. Louis, and Richard III: all were medieval kings, but being a king meant very different things to each man, just as queenship was different for Bertha of Kent, Eleanor of Aquitaine, and Isabella of Castile. In this course, we will examine the changing roles, images, and theories of kingship in the Middle Ages, from the first post-Roman to



the emergent absolutist monarchies of late medieval Europe. How did kings justify their power, and what happened if they went too far? How did kings relate to those they ruled, and in what ways did the body politic take a role in medieval politics? How and why did institutions such as Parliament develop and evolve? In addition, we will examine the role of queens, both as direct rulers and as consorts: in what ways did these powerful women influence politics, and how did they contribute to cultural and social interchanges within Europe? Although the class will be primarily a lecture course in format, we will devote time to discussion of primary source material in translation. Prerequisite: HIST 126 or 127.

### **Gender, Race, and Class in Modern Germany**

HIST 236 (1/2 unit)  
*Ablovatski*

Modern German history is often seen as a tension between the “land of the poets and thinkers” (Dichter und Denker) and the “land of the murderers and executioners” (Mörder und Henker). In this class, we will use the perspective of gender to explore and illuminate the main themes and topics in modern German history, beginning with the Enlightenment and the French Revolution, up to Reunification and European Union membership in the present. German language is welcome but not required. Prerequisite: one unit in history, English, or modern languages.

### **History of Southern Africa**

HIST 248 (1/2 unit)  
*Volz*

In 1994, South Africa made world headlines by forming a stable, constitutional democracy in a country that less than ten years earlier seemed doomed to a future of perpetual civil war. South Africa’s accomplishment was achieved only in conjunction with similar successes in Namibia, Mozambique, and other neighboring countries. Using primary documents, novels, videos, and secondary readings, we will explore the background of southern Africa’s interconnected

societies, focusing particularly on the colonial era and how southern Africans managed to emerge together from their constraints after years of struggle. This class will have a combined format of lecture and seminar discussion, with various writing assignments completed during the course of the semester.

### **Nomads, Merchants, and Bureaucrats: The Mongol Empire in World History**

HIST 261 (1/2 unit)  
*Dunnell, Kitic-Schubel*

Why did Mongolian and Turkic nomads join together to conquer so much of the known world in the early thirteenth century? What impact did their conquests have on the civilizations they encountered and ruled, from southern Russia to Persia and China? In a sense, global history began with the conquest of Baghdad by the Mongols in 1258, which is often seen as the beginning of the decline of Islamic civilization. In reality, the period between this event and the rise of European dominance saw remarkable cultural florescence throughout Eurasia, as the center of Islamic civilization shifted from the Arab world to Asia, where new empires were founded by Turko-Mongol Muslims.

We will proceed by looking first at what it meant to be a nomad and how nomadic societies organized states and interacted with sedentary or farming civilizations (China and Persia, chiefly). Then we will contrast the bureaucratic agrarian civilizations of Persia and China. Taking up the career of Chinggis Khan and the new empires founded by his descendants, we will explore the role of religion, commerce, and cultural exchange in setting new paradigms of political and cultural expression in the areas conquered by the Mongols and their Turkic allies. The class will analyze diverse source materials, including chronicles, folklore, travelers’ accounts, art, and artifacts. The format is lecture-discussion, with lectures on Wednesday and discussion/presentations on Friday. No prerequisites, but sophomore standing or above is

required. (Fulfills history major Asia and premodern requirements.)

### **Sophomore Foundation Seminar**

#### **Sophomore Seminar: Native Voices: Self and Society in American Indian Autobiography**

HIST 288 (1/2 unit)  
*Wortman*

The seminar will assess major themes of continuity and change in American Indian history through analysis of classics in Native American autobiography. American Indian peoples developed their own voices. The works we read reveal the personal dilemmas, struggles, and accomplishments that figure in the presentation of the self. Simultaneously, these works 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 differences and similarities 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 over Native peoples. The autobiographies also embody broader insights into Native communities and major themes relating to the larger American historical experience. Among the themes are: the transforming power of education; acculturation and incorporation versus resistance; the world of traditional spiritual values and the complexities of the changes people make in their own lives through religious conversion; the intrusion of modernity and progress; the pivotal significance of gender and family; and, finally, autobiography as a genre. Where applicable, the autobiographies will be complemented by film material. Required work includes participation in discussion, a reading analysis paper, brief essays, and a twelve- to fifteen-page research paper. (Open to sophomores. Fulfills history major foundation seminar requirement.)

**Sophomore Seminar: African-American History through Fiction and Film**HIST 290 (1/2 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.)

**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 (1/4 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.

**Black Intellectuals**HIST 313 (1/2 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.

**Jazz Age: 1900-1930**HIST 316 (1/2 unit)  
*Scott*

The Jazz Age seminar will examine the emergence of modern America in the first third of the twentieth century. The seminar will discuss the Progressive political movement, popular culture, feminism, African-American migration to northern cities and its impact, World War I, mass-communication, and the formation of a youth culture. (Fulfills history major advanced seminar requirement.)

**Supernatural Latin America**HIST 323 (1/2 unit)  
*Chamosa*

This seminar explores, from a historical perspective, Latin American fascination with the supernatural. Combining primary and secondary sources, the course covers a broad range of topics such as Andean religion under Spanish rule, popular Catholicism, shamanism in the Amazon, folk medicine, African-derived cults, popular heroes and social banditry cults, millenarian sects, and the "chupacabras." The study of the multifarious relationship of Latin Americans with the supernatural sheds light on social reality and the existence of rigid racial and social hierarchies. It also illuminates important aspects of the literary movement known as "magic realism." (Fulfills history major advanced seminar requirements.)

**History of the Indian Ocean**HIST 345 (1/2 unit)  
*Volz*

Long before Europeans ventured into the Atlantic Ocean in any sustained fashion, peoples residing along the shores of the Indian Ocean had already established an extensive maritime network that linked the civilizations of India, China, Southeast Asia, the Middle East, and East Africa. For centuries, the volume and wealth of the trade that crossed the Indian Ocean dwarfed that of any other region, and it was in hopes of gaining access to that commercial zone that Europeans embarked on their voyages of "discovery." In this seminar, we will explore the historical development of the Indian Ocean as a scene of wide-ranging cultural and economic exchange, passing through stages of Hindu, Muslim, and European dominance that culminated in its decline in the nineteenth century. We will use books, articles, and primary documents. Students will be required to write a research paper on a topic of their choosing. (Fulfills history major advanced seminar requirement.)

**Vietnam**HIST 356 (1/2 unit)  
*Dunnell, Scott*

Vietnam is a region, a country, a nation, a society, and a war, or a series of wars. In this seminar we will explore Vietnam—the place and its people—during the twentieth century, focusing on the era 1945-1975. Our examination of the American war will be situated in the context of Vietnamese and world history, and our sources will include a sampling of voices from the Americans on the ground in Vietnam as well as from a cross-section of Vietnamese society. Through memoirs, biographies, reportage, essays, and films, we will examine the issues of memory, visibility, and race in the construction of history. Class assignments will include short written exercises to develop critical reading and writing skills, and short research reports (or field assignments) to introduce basic

research strategies. (Fulfills history major advanced seminar requirement.)

### **Women of the Atlantic World**

HIST 373 (1/2 unit)

*Coulibaly*

This course will discuss black women of the Atlantic world, from Africa, to the United States, the Caribbean, and South America from the seventeenth century to the present. Particular attention will be paid to the commonalities black women of the Atlantic world share. The course will examine the impact on black women of the Atlantic slave trade, enslavement, and colonialism. Particular attention will be paid to the status of black women cross culturally, as well as to social organization, race, class, and culture. Lastly, the course will analyze the role of black women in both the struggle for freedom and in the women's movement. Works of fiction and films will be used extensively.

### **The Practice and Theory of History**

HIST 388 (1/2 unit)

*Kinzer*

See first-semester course description for HIST 387.

### **Junior Honors: Practice and Theory of History**

HIST 397 (1/2 unit)

*Browning*

See description for HIST 387 in the first semester.

### **The Civil Rights Era**

HIST 411 (1/2 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.)

### **Culture Clash in British North America, 1492-1763**

HIST 426 (1/2/unit)

*Browning*

This seminar will examine interactions among the three cultural groups that inhabited Atlantic North America from the days of Columbus's first voyage at the end of the fifteenth century until the British conquest of the region in the middle of the eighteenth century. The three groups were Native Americans, European settlers, and Africans (usually slaves). We will look at the power differentials among the three groups, the patterns of cooperation or non-cooperation they adopted, the sources of various cultural misunderstandings, and the strategies for coping that they adopted. (Fulfills history major advanced seminar requirement.)

### **Individual Study**

HIST 294/394/494 (1/2 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 (1/4 unit)

HIST 394.01 (1/4 or 1/2 unit)

HIST 494.01 (1/2 unit)

*Staff*

See first-semester course description of HIST 293.01.

### **Senior Honors Seminar**

HIST 498 (1/2 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 supervision of a history faculty member. Prerequisite: permission of instructor.

## **Additional courses available another year include the following:**

HIST 160 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

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
- INDS 231 The Holocaust: An Interdisciplinary Inquiry
- IPHS 113Y-114Y Odyssey of the West
- IPHS 215 Odyssey of the West: Modernism and Its Critics
- 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