

Fulbright Scholar-in-Residence Program (S-I-R)

Academic Year 2023-2024 Competition

FY23 Scholar Recruitment Memo

Name of Host Institution: The University of the South

Location: Sewanee, TN

Institution Website: sewanee.edu

Scholar: To be recruited	Program Start: August 2023
Country of Origin: Taiwan or South Korea	Monthly Stipend Allowance according to location: 2850
Discipline: History	Program Length in Months: 10
Specialization: immigration, refugee and/or diasporic studies; history of science, medicine/public health, environment; race, ethnicity and nationalism; globalization and transnationalism	Institution Type: Small Liberal Arts Institution
Hosting Department: Department of History, College of Arts and Sciences	Locale: Rural

Institutional and Program Summary:

Summary of Activities: The scholar will teach courses in History that will be cross-listed with IGS and Asian Studies. They will be involved in planning efforts related to the internationalization of our curriculum and to the development of study away opportunities in East Asia. We envision the scholar will help implement a colloquium series and working group, focused on Asian Studies. We will create opportunities for them to participate in a campus-wide conversations about anti-racism, social justice and inclusion.

Academic Program: The visiting SiR will be housed in the History department and teach a total of four courses, two each semester, during their tie in Sewanee. Of these four courses, we envision two of these will be our Modern Asia survey (HIST 211 and 212), which is already listed in our course catalog. This two-semester survey is designed to offer students an introduction to East Asian history and civilization, with the modern section (212) focused on the transformations of China, Japan and Korea from roughly 1800 to the present. Generally these courses enroll 20 to 25 students each semester that they are offered. We would also invite the SiR to teach an introductory course—mainly for first and second year students— that is focused on a rich historical topic such as “the World in the Twentieth Century” or the “Indian Ocean in World History.” They will also have opportunities to teach an advanced course, such as a research seminar, anchored in their specific research interests, goals and expertise.

Scholar Profile: Ph.D. completed or in progress.

We would welcome an advanced Ph.D. student, ideally one who has completed their examinations, archival research and is mostly engaged in finishing their dissertation (ABD).

We strongly prefer a candidate with at least 1 to 2 years of teaching experience and a demonstrated interest in working with undergraduates. High quality teaching is a major priority here at Sewanee, a small liberal arts college in a rural setting, where students expect to receive detailed feedback from their instructors and opportunities to engage them in conversation, both in and outside the classroom. In addition to an active research, the scholar will need to be interested in working with our students, helping them with their research, writing and engaging in cross-campus conversations about teaching.

Plans for Other Campus Activities: The SiR will have numerous opportunities to engage with the wider campus community while in Sewanee. Apart from colleagues in History, they will regularly engage with colleagues and students in our interdisciplinary Asian Studies and International and Global Studies (IGS) programs, both of whom frequently organize special lectures and social events on campus. We have an Asian Studies house, which works in collaboration with our Asian Studies and Global Citizenship programs. They host a Lunar New Year celebration at our dining hall, organize tea ceremonies and also Karaoke nights that the SiR will be invited to attend. Our Asian Studies/IGS colleagues also have several connections in the region related to East Asia, such as the Japan Consulate in Nashville TN and the Birmingham Museum of Art in Birmingham AL. We will also invite the SiR to participate in campus wide conversations about diversity, equity and inclusion and to attend events hosted by our Multicultural Center.

Community Outreach: Sewanee has several overlapping community organizations and educational networks. We have an excellent interlibrary loan library staff committed to helping a visiting SiR acquire the resources they need to do their research while residing here. Our local/student papers will very likely run stories featuring the SiR, as will our PR team. We will create opportunities for the SiR to visit our local elementary school and a local secondary school, St. Andrews Sewanee, where we have several connections. Eligible SAS students regularly study abroad in East Asia, some are learning Mandarin and all are taking courses in World History; in short, classroom visits and opportunities to interact with an SiR are exceedingly welcome. Together with colleagues at the University of Tennessee, Chattanooga, which has recently hired an historian from Taiwan, we foresee organizing a collaborative special lecture event or conference to draw attention to this important region

Institutional Information

Form Title Institutional Information

Is this a Joint Proposal with another U.S. institution?* No

U.S. Institution Information

Name of Institution* The University of the South

Institution Website* sewanee.edu

Institution City* Sewanee

Institution State* TN

Is your institution one of the following? Select all that apply.* Small Liberal Arts Institution

Indicate the location setting of your institution (select one):* Rural

Size and Characteristics of the student body and faculty*

Student Enrollment
 College of Arts & Sciences: 1,735 undergraduate students from 46 states and the District of Columbia, with 69 international students from 27 countries
 The School of Letters: 70 graduate students from 36 states and the District of Columbia in summers-only MA and MFA programs in English and creative writing
 The School of Theology: 77 graduate students in year-round and summer programs; M.Div. students represent 39 dioceses

Mission*

Undergraduate Programs
 38 majors, 44 minors

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

Scope of academic offerings*

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning,



Institutional Information (continued)

and service.
No

Has your institution previously received a Fulbright Scholar-in-Residence Program Visit?*

Program Information - SIR Host

Form Title	Program Information - SIR Host
Proposed Program Dates	
From*	08/2023
Term*	Full Academic Year
To*	05/2024
Length in Months*	10
Summary of Activities*	
Proposal Summary	The scholar will teach courses in History that will be cross-listed with IGS and Asian Studies. They will be involved in planning efforts related to the internationalization of our curriculum and to the development of study away opportunities in East Asia. We envision the scholar will help implement a colloquium series and working group, focused on Asian Studies. We will create opportunities for them to participate in a campus-wide conversations about anti-racism, social justice and inclusion.
Academic Program of Scholar*	
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If scholar is expected to teach courses, please upload any Course Outlines, Course Descriptions, Sample Syllabi or other academic plans and objectives associated with this proposal.* (Limit of 10 pages combined.)	Uploaded 05/27/2022
Plans for Other Campus Activities*	
Plans for Other Campus Activities	The SiR will have numerous opportunities to engage with the wider campus community while in Sewanee. Apart from colleagues in History, they will regularly engage with colleagues and students in our interdisciplinary Asian Studies and International and Global Studies (IGS) programs, both of whom frequently organize special lectures and

Program Information - SiR Host (continued)

social events on campus. We have an Asian Studies house, which works in collaboration with our Asian Studies and Global Citizenship programs. They host a Lunar New Year celebration at our dining hall, organize tea ceremonies and also Karaoke nights that the SiR will be invited to attend. Our Asian Studies/IGS colleagues also have several connections in the region related to East Asia, such as the Japan Consulate in Nashville TN and the Birmingham Museum of Art in Birmingham AL. We will also invite the SiR to participate in campus wide conversations about diversity, equity and inclusion and to attend events hosted by our Multicultural Center.

Community Outreach*

Community Outreach

Sewanee has several overlapping community organizations and educational networks. We have an excellent interlibrary loan library staff committed to helping a visiting SiR acquire the resources they need to do their research while residing here. Our local/student papers will very likely run stories featuring the SiR, as will our PR team. We will create opportunities for the SiR to visit our local elementary school and a local secondary school, St. Andrews Sewanee, where we have several connections. Eligible SAS students regularly study abroad in East Asia, some are learning Mandarin and all are taking courses in World History; in short, classroom visits and opportunities to interact with an SiR are exceedingly welcome. Together with colleagues at the University of Tennessee, Chattanooga, which has recently hired an historian from Taiwan, we foresee organizing a collaborative special lecture event or conference to draw attention to this important region.

Diversity, Equity and Inclusion*

Diversity, Equity, and Inclusion is one of the University of the South's Four Pillars. We believe that everyone deserves to be treated with mutual respect and dignity regardless of difference, and to feel a strong sense of belonging, connection, safety, and value within our community. Our DEI mission is to promote and foster a diverse, equitable, and inclusive learning and work environment that allows each member of our beloved community to flourish while being their authentic selves. We achieve this important mission through our services, programs, policies and initiatives. The SiR's work on our campus would actively help us promote and foster diversity across our campus. We would welcome their participation in ongoing conversations about anti-racism and our new Multicultural Living and Learning Program, which provides traditionally underrepresented student populations opportunities to develop relationships with faculty and staff that support their sense of inclusion.

Scholar Profile

Form Title Scholar Profile

Are you naming a scholar?* No

Academic Discipline and Specialization*

Academic Discipline* History

Specialization* immigration, refugee and/or diasporic studies; history of science, medicine/public health, environment; race, ethnicity and nationalism; globalization and transnationalism

The Scholar (if recruitment is requested)

From what world region would you like to host a scholar?* East Asia/Pacific

Country 1 Taiwan

Country 2 South Korea

Why this world region and countries?* We are most interested in hosting a scholar who works with Mandarin Chinese, Taiwanese Hokkien or Korean source materials and is able to help us develop new relationships with other historians, academic professionals and students from these regions. The S-I-R program does not recruit directly from China but does from Taiwan, which is informing our choice in this regard. We are also very drawn to the prospect of hosting a scholar from South Korea, who would be able to offer several new courses and perspectives on this important part of East Asia that is currently underrepresented in our curriculum. We envision that scholars from both of these countries would have received a very robust, graduate level training in their respective fields and enough facility in English to be able to be an effective teacher of American undergraduates.

Indicate discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and subjects/issues about which you wish the scholar to be particularly knowledgeable. * We expect the scholar to have advanced graduate level training in the study History and to be actively engaged in research with archival and other primary source materials. We would welcome a scholar with advanced training in digital historical methods, public history and digital humanities broadly defined. These are also areas of mounting interest among our students and faculty.

Our history department is also very flexible about the specific areas of research and specialization of a prospective S-i-R.

We are most drawn to a scholar who works on immigration, refugee and/or diasporic studies; race, ethnicity and nationalism; the history of science, medicine, public health, technology and the environment; authoritarianism and empire; or transnationalism and globalization.

List scholar's qualifications, including academic degree level and years of teaching experience. * Ph.D. completed or in progress. We would welcome an advanced Ph.D. student, ideally one who has completed their examinations, archival research and is mostly engaged in finishing their dissertation (ABD).

We strongly prefer a candidate with at least 1 to 2 years of teaching experience and a demonstrated interest in working with



Scholar Profile (continued)

undergraduates. High quality teaching is a major priority here at Sewanee, a small liberal arts college in a rural setting, where students expect to receive detailed feedback from their instructors and opportunities to engage them in conversation, both in and outside the classroom. In addition to an active research, the scholar will need to be interested in working with our students, helping them with their research, writing and engaging in cross-campus conversations about teaching.

Institutional Support

Form Title Institutional Support

Letter from Responsible Administrative Official*

Please submit a of maximum 2 pages for one institution, or a maximum of 4 for joint proposals. Uploaded 06/01/2022

Letters of Support*

Letters of Support Uploaded 06/01/2022
Please limit your letters to a maximum of 10 pages (applicants applying jointly with another institution may upload up to 20 pages).

Cost Sharing and In-Kind Support*

In-Kind support amount* \$1,500

Salary supplement amount* NA

Please provide additional details regarding available support.* As a visiting faculty member, the SiR will be eligible for funding (up to \$1500) to support travel to regional and national conferences related to their areas of research. We will also invite them to apply for additional funds from our Center for Teaching and other departments, which they can then use to support teaching-related excursions or other kinds of smaller-scale projects they intend to pursue while in residence with us. We will provide them with a furnished apartment rental for a reduced cost, access to our on-campus meal plan at reduced cost and enroll them in a ride-share program, supporting their transportation needs in the area however we can. It is highly likely that the university rental unit we are able to offer the SiR will be within walking distance of campus, so it should be easy for them to get into work.

Professional Enrichment*

Professional Enrichment The History department, supported by our IGS and Asian Studies programs, will make it a priority to create opportunities for the SiR to participate in regional events such as a collaboratively organized conference or workshop on an Asian Studies topic of interest (depending on the expertise of the scholar) with local universities such as UT Chattanooga, MTSU and Vanderbilt. We recognize the importance of supporting the visiting scholar's travels to the American Historical Association annual meeting, which has its own "Conference on Asian Studies," or the annual Association of Asian Studies meeting (for example). We would also invite the scholar to participate in group outings to places of interest in our area, such as the Birmingham Civil Rights Institute, the Highlander Folk School or the National Museum of African American Music in Nashville, all of which are not far from our campus and frequently visited by our students and faculty.

VI. Sewanee Project Statement: In the Project Statement section, upload a 3-page narrative proposal that addresses how the Scholar-in-Residence Program would enhance your institution's short-term and long-term goals of internationalizing your campus.

According to a 2015 article in *Perspectives on History*, the journal of the American Historical Association, specialists in East Asian History can be found in roughly eighty percent of American university History departments. Hiring in this particular field has been on an upward trend since the 1980s and has played a major role in diversifying the curriculum of History programs, and their respective institutions, around the country. There are indeed many reasons for these developments, not the least of which involve a steadily expanding awareness within the field of higher education of a pressing need for a globally oriented curriculum that is able to help students better understand the intricate constellation of histories, politics, cultures and social movements within East Asian countries, their relationships to each other and to the rest of the world. As we have seen most recently amidst our efforts to come to grips with the political and economic fallout of the current pandemic, or ongoing conversations about how best to respond collaboratively to future public health crises and the current climate emergency, our ability to collaborate with colleagues and fellow “global citizens” in this part of the world hinges on making engagement, communication and learning an exceedingly high priority. Those of us in Sewanee's History department—the originator of this SiR application, believe strongly that the study and expert teaching of history creates a crucial foundation for our efforts to come to terms with the present moment. It is in this spirit that we approach the opportunity to host a scholar through the Fulbright SiR program. As we explain in our departmental mission statement, “the problems, conflicts, and questions that previous generations confronted are now ours; they inhabit the world we have inherited” (<https://new.sewanee.edu/programs-of-study/history/>).

Historically, Sewanee's history department has been among the most internationally and interdisciplinary oriented programs on Sewanee's campus. Constantly one of the largest majors (25-30 new majors a year), faculty in our department— all of whom are accomplished scholars in their respective fields—offer a broad range of electives, while actively contributing to and directing several interdisciplinary programs, including International and Global Studies, Women's and Gender Studies, American Studies, Environmental Studies, African and African American Studies, Asian Studies, and the groundbreaking Roberson Project on Slavery, Race and Reconciliation (<https://new.sewanee.edu/roberson-project/>). As a program we are roundly committed to interdisciplinarity and approaches to the past that prioritize the diverse perspectives of people from a variety of geographical, ethnic, cultural and socioeconomic backgrounds. Yet we also have an immediate need for more attention to the peoples and politics of Asia within the context of our curriculum. We view the prospect of an SiR through the Fulbright program as an opportunity to address this need in the short term while also helping to build momentum around our institution's internationalization efforts in the long term.

We are particularly interested in hosting a SiR from East Asia who researches, writes about and is trained to teach a variety of courses on the storied histories of this area of the world. Given the importance of East Asia geopolitically, the size of its population, its ethnic diversity and rich social, cultural and political history, we are particularly aware of the importance of more coverage of this area in the context of our own curriculum—and in the college more generally. Our colleague Harold Goldberg, a recently retired historian of Central Asia, taught courses on the Asia-Pacific region (including the histories of China and Japan) as part of our department for over forty years. Thanks to him, we have courses in our catalog focused on Asian History broadly defined, for example HIST 122 “World in the 20th Century”; HIST 211 “China: Inside the Great Wall” and HIST 212 “Modern East Asia.” Currently we have a talented Visiting Assistant Professor of History, Claire Cooper, working with us to revise, update and develop these courses. A specialist in Japanese history, empire and global exchanges in East Asia and the Indian Ocean world, Dr. Cooper is also helping us respond to what is a clear demand from our students for more courses focused on East Asia. We envision that the opportunity to engage with a SiR over the course of an academic year, would enhance her efforts while also helping to breathe new life and depth into ongoing conversations about how best to move forward with this absolutely central component of our curriculum as it stands. We view this as an opportunity to lay a solid foundation for a tenure-track hire in East Asian history that will, we hope, happen in the short term (next 1-5 years). We are especially drawn to the idea of a scholar from Taiwan, who could offer a powerful perspective on cross-strait relations with China from a historical perspective. Since we currently have two experts on Japanese history on our campus (Dr. Cooper in History and Dr. Allison Miller in Art History), we are also drawn to the prospect of hosting a scholar from South Korea, a region currently not represented in our curriculum.

As noted above, the courses that our department offers are frequently used to fulfill the graduation requirements of several interdisciplinary majors and minors here at Sewanee. As such, any strategic work our department does to enhance the range and variety of courses we offer that are focused on regions of the world beyond Europe and the U.S. contributes in meaningful ways to efforts to internationalize the curriculum of the college more generally. These efforts are very much ongoing and have been for many years. They are closely linked to broader, long term goals for the internationalization of the college and its curriculum that are clearly articulated in Sewanee’s Strategic Plan. The most recent, 2012 version, of the plan is currently being updated and expanded with a new version expected to be finalized in the fall of 2022. The 2012 version explains what internationalization means in terms of concrete action in various ways. For example, under the broader goal of “Extending the University’s Reach Globally and Locally,” one finds the following aspirational statements: “7. Promote the study of national and regional cultures, as is done for instance in International and Global Studies, and expand the map of faculty expertise to the Middle East and beyond,” and “14. Increase the number of faculty with international expertise or interest in work in surrounding counties, whether through hiring or through opportunities for existing faculty.” Both of these goals

continue to be salient components of the “Curriculum Renewal and Innovation” committee work that has been at the center of our institution’s most recent efforts to create a new Strategic Plan. A draft of the recent version articulates a clear commitment “to internationalizing our curriculum as well as faculty hiring,” specifically references the need to expand non-American and non-European languages and to revitalize Asian Studies, a program that a SiR would be very well positioned to be involved with during their time in residence in our History department.

In the long term this means that a SiR from East Asia would have the potential to be involved in our longer-range planning around the expansion of Asian Studies, Chinese and Japanese, International and Global Studies and other interdisciplinary programs on campus. Sewanee currently does not offer Japanese and has one tenure-track instructor of Mandarin Chinese on our faculty. We also have a staff member who offers two courses in Mandarin each year and a Chinese studies minor proposal in development. A Fulbright SiR from Taiwan would be uniquely poised to contribute to ongoing conversations about the relationships between these programs and their future curricular offerings. We envision the SiR will help implement a colloquium series and working group, focused on Asian Studies broadly defined. During their time on campus, the SiR would be invited to participate in events organized by Sewanee’s Office of Global Citizenship, many of which are focused on building strategic partnerships with communities in Asia and other parts of the world that can enhance the educational experiences we are able to offer our students, including opportunities to study abroad.

Looking ahead to the more distant future, we may move to a “January-term” calendar model, which will allow for more flexibility in terms of short-term internship and study abroad opportunities for students and faculty. Our hope is that this opportunity to collaborate with an SiR from East Asia will galvanize ongoing conversations and result in new exchanges, programs. The presence of a SiR from East Asia on our campus also has much to offer our institution’s ongoing efforts “to build a community enriched by our diversity and centered on equity, justice, mutual respect, and shared responsibility” (from our Office of Diversity, Equity and Inclusion website). We view the extended stay of an SiR from East Asia as an opportunity to grow, to build and to “take responsibility” for DEI at home. In Sewanee, our SiR would have numerous opportunities to collaborate with students and colleagues working, for example, in our Office of Multicultural Affairs and Multicultural Center. Our newly inaugurated DEI Office has also started a new lunchtime series called Create Conversations, focused on anti-racist practices and ongoing efforts to create an anti-racist culture on Sewanee’s campus. Working to build a community enriched by diversity means being intentional around our efforts to attend to aspects of our curriculum that are currently underrepresented, to work toward equity and social justice and to attract more faculty from underrepresented and international backgrounds to Sewanee as often as possible. We will create opportunities for them to participate in campus-wide conversations about anti-racism, social justice and inclusion in our community and beyond.

Course Descriptions and Information Sewanee SiR application

We envision that a visiting SiR from Taiwan or South Korea would teach the following:

1. A two-semester “East Asian History” survey [2 courses, Fall & Spring]
2. An introductory course for first- and second-year students [1 course]
3. One advanced seminar on the topic of their choosing [1 course]

Total = Four courses, 2 per semester.

What follows is more information about our History Department’s curriculum and some descriptions of prospective courses as they are currently being taught.

1. The prospective SiR would ideally teach one introductory History course (HIST 100).

=Here are some examples of departmental offerings at the 100 level that are currently listed in our course catalog. The SiR would be given the opportunity either to design their own course at this level or to adapt their talents and expertise to a previously developed course.

Overview: *The various Making History courses introduce students early in their college careers to historical analysis and argumentation through the intensive investigation of an especially rich theme or topic. Each course within the Making History category is organized around the “investigation” of a particular set of historical questions. In all Making History courses, students examine a range of sources, methods, and approaches that historians use to understand and to make arguments about the past. In doing so, students are able to draw on the diverse resources and talents in the department of history’s faculty, who themselves are students of the past in Europe, the U.S., Latin America, the Middle East, Africa, and Asia. Students also learn how to “make history” by acquiring and using the skills of historical investigation, analysis, and writing. The Making History courses are primarily intended for freshmen and sophomores. Students may take no more than two for academic credit. History majors who take two Making History courses for credit must take an additional ten courses outside this category.*

Examples of HIST 100s currently taught at Sewanee:

HIST 122 Science, Society, and the Archives (4)

This course studies the sciences and their histories as social practices. Focusing on the cultural meanings and politics of scientific work in many different contexts, special attention is given to the early modern period of global history. Consideration is given to the important role archives play in the work of historians. Topics include knowledge networks, translation, archives and imperialism; secrecy and the suppression of scientific expertise, scientific consensus and policy-making; science and gender; scientific racism; artificial intelligence and cultures of innovation; observation and the history of objectivity. *Open only to first-year students and sophomores.*

HIST 124 World in the Twentieth Century (4)

This course focuses on major events in the twentieth and twenty-first centuries in Europe, the United States, Asia, Africa, the Middle East, and Latin America. Taking a global perspective, the course argues that events in one part of the world cannot be understood in isolation—that events in Europe, for example, affected and were influenced by incidents in Asia, Africa, or the U.S. Topics include the two world wars, the fall of empires, the Cold War, the roles of important personalities, and recent events in China, central and southern Asia, and the Middle East. *Open only to new first-year students.*

HIST 125 The Age of Discovery: Encounter of Two Worlds (4)

The course delves into the intellectual, social and cultural aspects of the Native American/European encounter in what came to be called Latin America in the first century after the arrival of Columbus. It examines such facets as the underlying religious and political legitimization of the Iberian conquests, indigenous responses, and the issue of "othering" and mutual perceptions. It also scrutinizes material and institutional factors such as Spanish imperial and Indian policy, forms of surplus extraction established by the Spanish, and political arrangements embracing native peoples and Europeans. *Open only to first-year students and sophomores.*

HIST 126 Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries (4)

This class investigates the controversial history of European empires since 1800 to understand how imperialism has shaped the modern world. It explores the motivations behind the creation of European empires, the technologies and tactics that made the acquisition of colonies possible, and the economic, cultural, and social effects of imperialism on the colonized and the colonizer. The course also considers how and why European hegemony collapsed during the age of decolonization and the impact of the rise of the United States on imperialism. *Open only to first-year students and sophomores.*

HIST 128 Adventures at Sea: The Indian Ocean in World History (4)

This course examines the history of the interconnected region that scholars today call the Indian Ocean World. One of the oldest and most significant maritime highways in the world, it joined the east coast of Africa with the Chinese empires. The course focuses on the adventures of people who traversed long distances and shaped this world - merchants, soldiers, religious pilgrims, sailors, pirates, coolie laborers and sex workers. It considers the varieties of sources that can aid in constructing the history of the region, how forces of globalization and colonization affected its development, and how this region influenced the patterns of world history. *Open only to first-year students and sophomores.*

HIST 129 Jerusalem: Histories of the Real and Imagined Holy City (4)

Sacred to three religions, the contested future capital of two nations, a place of longing for millions, Jerusalem is one of the world's great cities. This course looks at the history, geography, and religious significance of the Holy City, while also considering its place as a city of the imagination. In investigating the city's place in Judaism, Christianity, and Islam, its historic importance for Muslim and European imperialists, its long status as a tourist and pilgrimage destination, and its significance in Israeli and Palestinian nationalism, the course asks whether the myriad understandings of the city can co-exist or is Jerusalem destined to always be "a golden bowl filled with scorpions." *Open only to first-year students and sophomores.*

2. The prospective SiR will be invited to teach our “Modern Asia” survey, a two course sequence (HIST 211 and 212)

=Here is a description of HIST 212 “Modern East Asia” as it is currently being taught:

The second of two surveys designed to provide an introduction to East Asian history and civilization. This semester we focus on the modern transformations of China, Japan, and Korea from roughly 1800 to the present, considering the relationships between these three countries and the wider world. Major topics include war and memory, reform and revolution, and empire and decolonization.

From the syllabus:

By the end of the semester, students will

- be familiar with key historical topics and themes that inform contemporary East Asian political, economic, and social relations as well as recent geopolitical developments

- know how to engage with a diverse array of primary sources using critical reading, visual analysis, and constructive dialogue in order to construct nuanced ideas about past and current events
- produce persuasive and well-constructed analysis both in class and through written evaluations

Requirements Overview (Details below)

- 1) Attendance and Participation (15%)
- 2) Views of the West Response [Paper 1] (10%)
- 3) Take-home midterm (20%)
- 4) Collaboration and Resistance Response [Paper 2] (10%)
- 5) Lost Names or Artist of the Floating World Response [Paper 3] (20%)
- 6) Take-home Final Exam (25%)

Course Texts

- Holcombe, *A history of East Asia: from the origins of civilizations to the twenty-first century*, 2nd edition (2017)
- Select either Richard E. Kim, *Lost Names: Scenes from a Korean Boyhood* (1970) OR Kazuo Ishiguro, *An Artist of the Floating World* (1986)
- All other course texts are uploaded to Brightspace

Topics and primary source materials recently explored in this course:

EAST ASIA BEFORE 1600: traditions and systems

THE LONG 17th CENTURY: from Ming to Qing; Chosŏn, the hermit kingdom?
PAK Chega, “A Re-examination of the civil service examinations” (c. 1780)

DISRUPTIONS TO THE EAST ASIAN WORLD ORDER

A NEW KIND OF EUROPEAN EMPIRE: Opium Wars
FACING THE NEW WEST

- o SIN Hudam, “European Values and European Education” (c. 1750) from *Sources of Korean Tradition* Vol. 2
- o AIZAWA Seishisai, “The Danger from the West” and “The Source of Western Unity and Strength” (1825), from *Sources of Japanese Tradition* Vol. 2
- o YI Hangno, “Sinify the Western Barbarians” (c. 1840) from *Sources of Korean Tradition* Vol. 2

REFORM, RESISTANCE, RESTORATION

IMPERIAL POWERS

THE MEIJI TRANSFORMATION

- o Charter Oath (1868) from *Sources of Japanese Tradition*
- o King Kojong, King's Fourteen Article Oath (1895)
- o ZHANG Zhidong, "China's only hope" (1900)

FOREIGN CONFLICTS, DOMESTIC UPHEAVALS

ENVISIONING A NEW ASIA

- o ZOU Rong on Revolution [various] (1903) from *Search for Modern China*
- o SUN Yat-sen, "Prescriptions for Saving China" (1903-1911)

COMPETING ORDERS IN EAST ASIA

STRUGGLES FOR INTERNATIONAL RECOGNITION

- o Ch'oe Ikhyon, "An Appeal to Arms" (1905)
- o YI Kangnyon, "Open Letter to Itō Hirobumi" (1907)
- o "Letter from the Korean Congress to the US: An Appeal to America" (1919)

TOWARDS TOTAL WAR

CIVIL WAR AND JAPANESE ATROCITIES

- o Excerpts from "One Day in China" (1936)
- o XIE Bingying, "A Woman Soldier's Own Story" (1946)

THE END OF JAPANESE EMPIRE

THE GREATER EAST ASIA CO-PROSPERITY SPHERE

THE END OF ONE WAR, THE BEGINNING OF MANY OTHERS

THE COLD WAR AND EAST ASIA

TWO KOREAS

THE GREAT LEAP FORWARD

THE FIRST, SECOND and THIRD WORLDS of ASIA

- o Constitution of Japan (1947)
- o Constitution of the Republic of Korea (1948)
- o KIM Il-sung, “On Eliminating Dogmatism and Formalism and Establishing Juch’e in Ideological Work” (1955)

POSTWAR ORDERS

ECONOMIC MIRACLES

- o PAK Chonghui [Park Chung-hee], “To Build a Nation” (1961), 396-400

MAOISM

LIVING THROUGH THE CULTURAL REVOLUTION

- o LO Fulang, Morning Breeze: A true story of China’s Cultural Revolution (1989)

DEVELOPMENTALISM AND PROSPERITY

Japan’s bubble bursts

South Korea on the rise

China’s grim bargain

- o LU Wenfu, The Gourmet and other stories of Modern China (1987)
- o Watch “It Happened in Tiananmen Square” (2017)

RECREATING THE PAST

- o The Wind Rises (Miyazaki Hayao, 2014)
- o A Taxi Driver (Jang Hoon, 2017)

CONTEMPORARY EAST ASIA

3. Examples of more advanced, research focused courses at Sewanee

The prospective SiR will be invited to teach an advanced 300 or 400 research seminar or historical methods course in their area of expertise. What follows is a description of several of the research seminars currently on offer in our department and a description of our capstone “senior research seminar” (HIST 452). While the SiR will not teach this particular seminar, they might be approached by students for help with finding research materials (especially primary sources) and with developing their project ideas.

HIST 395 Science and Medicine in East Asia, 1500 to the Present (4)

This course examines the political, economic, and social aspects of science and medicine in East Asia from 1500 to the present. It analyzes how ideas about the natural world, the body, and healing were constructed and disseminated across the region, with a focus on selective adaptation, empire, and hybridity. Students will question the universal nature of science and medicine taught in most classrooms as well as consider the importance of indigenous forms of knowledge in modern disciplines. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

HIST 430 Political Islam (4)

Offering a broad view of Islam in contemporary politics, this course investigates the politicization of Islam and the "Islamization" of politics by Islamist groups (such as al-Qaeda and Hamas), governments (such as Saudi Arabia and Pakistan), and non-state actors in the Muslim world. The class aims to demystify the so-called "Islamic turn" by considering how Islamic politics are shaped by wider debates about modern Islam, by Western actions in the regions, and by the emergence of powerful new technologies of propaganda and recruitment. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 441 The Home and the World: Gender and Sexuality in Modern India (4)

Taking a historical approach towards understanding gender and sexuality in South Asia, this course focuses particularly on the history of women in the region. As is suggested in the translated title of one of India's most celebrated writers Rabindranath Tagore's novel, *Home and the World*, this course's themes also pivot around questions of women's belonging in circumscribed spaces. From this center it reaches out to offer an understanding of the great diversity and heterogeneity of women's experiences in India, an analysis of women's movements, forays into women's voices, and colonial policies towards women. Apart from a robust historiographical literature, this course introduces students to poems, fiction, literature, plays, art, and cinema from India.

HIST 455 European Empires in Asia (4)

This course examines the great age of European expansion in the 19th and 20th centuries in Asia and explores the underpinnings of an imperial state. From the age of exploration, to the age of trade, to the age of European decolonization, the relations between the European and the local peoples underwent a significant change in terms of cultural contact, economic exploitation, and political domination. The course analyzes the results of these relations for the Europeans and for the Asians they ruled. It also considers why and how imperial dominations lost their force and new national identities emerged in Asia. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 456 Partition and Its Meanings: India, Ireland, and Palestine (4)

This seminar explores the theory and practice of partition in the twentieth century by focusing on the political divisions that colonial or occupying powers imposed in Ireland, Palestine and India. It examines how the idea of partition arose, the nature of support and opposition it attracted within and beyond these regions, and how such systems came to prevail against extremely determined opposition. The course further considers how partition affected the development of nationalist movements, the course of world events, and the everyday lives of the peoples inhabiting these regions. *Prerequisite: One course with attribute G4 including AP or IB credit.*

HIST 452: Senior Research and Writing Seminar

The senior seminar, which is designated as writing-intensive, asks history majors to enter fully into the field of history by making a coherent, well-researched, and well-supported contribution to the field in the form of a substantial (7,500 word) research paper and bibliographical essay that a) advances a lucid argument, b) engages with a body, or several bodies, of historiography, and, c) interrogates deeply a wide range of primary sources. The seminar will guide students towards this goal, through individual, group, and class work, by emphasizing the multiple steps required in such a serious undertaking. These steps include the articulation of a clear and effective research question, the gathering of secondary and primary sources, the choices and opportunities involved in different writing styles, and the necessity of multiple drafts, especially a formal rough draft that will be due two thirds of the way through the semester. The seminar instructor will provide substantial assistance to students at every step of the research and writing process, including extensive comments on the rough draft. Each student will have the opportunity to present their paper in a condensed form to a panel of history department members, who will then engage the student in a question and answer period. The presentation and defense will be graded on a Pass/Fail/Distinction basis.