

**Department of History**  
**Undergraduate History Course Descriptions**  
**Fall 2018**

**HIS 1060-001**

**Topic: Islam and the West**

**T TR 8:30 am – 9:45 am**

**Dr. Hibba Abugideiri**

This course explores the historical cross-cultural influences and conflicts between “the Islamic world” (primarily in the area that is today the Middle East) and “the West,” with particular emphasis on the modern period (post 1800). We will do this by examining various aspects – like science, literature, architecture, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influence has historically moved over time between these geographic entities and why. As we discuss texts, a novel, and videos, our historical approach will be guided by important questions, including: What does “Islam” in the expression “Islam and the West” mean? Is it a religious or cultural designation? Is there a geographic area that we can designate as “Islamic”? What is “the West”? Which areas does it include? When and where did it emerge? How do we characterize the shifting relations between Muslims and “the West”? Does the expression “Islam and the West” reflect a historical reality or a modern construct? At the heart of our collective inquiry is an exploration of how these two entities interacted and how each viewed the other over time and why.

*Attributes: Core History*

**HIS 1065-001**

**Topic: The History of Disease**

**M W F 9:30 am – 10:20 am**

**Fr. Joseph Ryan**

This course will look at the history of medicine and disease from a global perspective from the dawn of human history to the present day. The course will explore the culture of medicine in different world societies. The course will illustrate how disease is a socially constructed phenomenon. The course will examine cultures as diverse as Egypt, India, China, and Africa as well as the western world. The course will include the study of migration and its impact on the spread of disease; the growth of medical knowledge, and its effect on the ability of society to cope with the problem of disease. Fear and prejudice which limit the social response toward those who suffer, will also enter into consideration. Finally, the course will examine the growth of social institutions and their role in responding to the problem of disease. These aims will be accomplished through the exploration of disease outbreaks throughout the period of study. The course will utilize primary sources for discussion and works of scholarship which will include articles, monographs and artifacts. Human history has reflected a competition between man and the microbe. Students will come away with a greater understanding of the recurrent themes that appear in the search of human societies to cope with illness.

*Attributes: Core History*

**HIS 1065-002****Topic: Global Environmental History****M W 3:20 pm – 4:15 pm****Dr. Paul Rosier**

This course explores the history of the global environment and the history of environmental social movements, with an emphasis on the 1800s to the present. We will examine the roles of men and women in the global “ecodrama” as well as nature and its constituent elements via readings and documents on ecology, public policy, history and cultural studies to gain an understanding of how imperialism and capitalism engendered “changes in the land” and how these changes gave rise to new cultural conceptions of nature and to environmental citizenship around the globe. We will also consider, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will document the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice” and, more recently, “climate justice.” In addition, we will consider the place of ‘nature’ in a global culture of consumption.

*Attributes: Core History, Peace and Justice*

**HIS 1070-001****Topic: British Empire****T TR 11:30 am – 12:45 pm****Dr. Elizabeth Kolsky**

This course examines the rise and fall of the British Empire. At its height, Britain controlled more than half a billion people, one quarter of the earth’s land mass, and was the undisputed master of the seas. With a colony on every continent, Britain’s dominion was so vast that as the saying went, the sun never set on it. We begin by examining the expansion of British power in Ireland and the Americas and follow its growth across Asia and Africa. Emphasis in the course will be placed on: how and why Britain acquired such an enormous global empire; the effects of British colonial rule on the people and places who lived under it; and the varied responses of colonized populations to foreign domination.

*Attributes: Core History*

**HIS 1070-002****Topic: Tsars and Commissars****T TR 11:30 am – 12:45 pm****Dr. Lynne Hartnett**

Recent political events have shown the world that Russia continues to be an important factor in world affairs. What drives Russian political ambitions in the 21<sup>st</sup> century? How do Russians understand what it means to be Russian as well as their country’s place in the world? What accounts for the seemingly overwhelming domestic popularity of Vladimir Putin? Although the specific personalities in contemporary Russian affairs might be unique, the underlying issues that inform Russia’s recent actions and policies have historical roots. This course seeks to understand these roots. We will ask what it means to be Russian. We will assess the political foundations of the Russian empire and the practical manifestations of the Russian state’s geo-political aspirations. We will analyze large, political occurrences and assess how the decisions emanating from the Russian capital affected the daily lives of ordinary people living in St. Petersburg, Moscow, Central Asia, the Caucasus, Eastern Europe and various places in between. This course explores how ethnicity, class, religion and gender affected the relationship between the Russian and Non-Russian people and the Tsars and Commissars who ruled them.

*Attributes: Core History, Russian Area Studies Concentration*

**HIS 1075-001****Global Women and Daily Life****M W 6:00 pm – 7:15 pm****Gina Talley**

This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs, and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine the lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women's agency, women's autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

*Attributes: Core History, Peace and Justice*

**HIS 1150-001****Topic: Transatlantic Revolutions in the Modern World****M W F 8:30 am – 9:30 am****Dr. Emil Ricci**

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and France. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a long period of political and social instability. By the late eighteenth century, revolutions erupted in America and France in which old regimes were destroyed and replaced by new political and social systems. The scope of each of these movements was extensive, leading not only to new societies but to new ideas and institutions. By examining the English Civil War and Revolution of the 1640s, the American Revolution, and the French Revolution of 1789, students will have an opportunity to investigate three main TOPs: (1) how historians have interpreted these movements in historical literature, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

*Attributes: Core History*

**HIS 1150-002****Topic: Transatlantic Revolutions in the Modern World****M W F 1:30 pm – 2:20 pm****Dr. Emil Ricci**

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial

America, and France. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a long period of political and social instability. By the late eighteenth century, revolutions erupted in America and France in which old regimes were destroyed and replaced by new political and social systems. The scope of each of these movements was extensive, leading not only to new societies but to new ideas and institutions. By examining the English Civil War and Revolution of the 1640s, the American Revolution, and the French Revolution of 1789, students will have an opportunity to investigate three main TOPs: (1) how historians have interpreted these movements in historical literature, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

*Attributes: Core History*

**HIS 1150-003**

**Slavery in the Modern World**

**M W 3:00 pm – 4:15 pm**

**Dr. Judy Giesberg**

This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery's aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

*Attributes: Core History, Peace and Justice*

**HIS 1150-004 Topic: The Renaissance Atlantic: Europe, Africa, and America (1492-1750)**

**T TR 10:00 am – 11:15 am**

**Dr. Cristina Soriano**

By looking at Africa, the Americas and Europe as equal partners in the emergence of the Renaissance, this course seeks to understand the forging of the Renaissance societies and the way they rethought and reshaped early traditions. The course will explore how the European experiences with Africa and the Americas influenced central themes such as nature of power and authority, good and evil, ethical philosophy, ethnography and the representations of the "others," race and slavery, as well as views on women and their roles in society.

Using mostly "literary works," travel accounts and chronicles, and political texts, the course aims to explore cultural encounters, impositions and struggle among Europeans, Africans and Natives Americans in the construction of the Atlantic World. The course will look into Columbus' letters, Cortés descriptions of the Conquest of Mexico, Chronicles by Sir Walter Raleigh, and Letters by Alvar Nuñez, and Guaman Poma de Ayala, as well as indigenous writings on the Nahua, and Huarochirí peoples. We will also look into the philosophical debates among De Las Casas, Ginés de Sepúlveda, Vitoria and Soto regarding the nature and character of the native people of America, and their political organization and morality.

The course seeks to understand how the European conquest and colonization of the New World and the African Slave trade profoundly affected Africa, the Americas, and Europe economically, politically and culturally, creating a common space for criticism about the politics of the Colonial states, the exploitation of the "others" and the configuration of "modern" societies.

*Attributes: Core History*

**HIS 1150-005****Topic: Europe and the 18th Century World****T TR 1:00 pm – 2:15 pm****Dr. Craig Bailey**

This course uses Europe, and the particular case of Britain, to explore the complex geographies, dynamics and parameters of an emerging global world. By examining a range of social, cultural, political and economic interactions between Europe and other parts of the world throughout the early modern period, we will critique prevalent assumptions that Europeans were the sole or even primary creators of the modern world we now inhabit. Considering the perspectives of European writers who never left home, the experiences of travellers who ventured beyond Europe, and the ways in which people in other parts of the world viewed Europe and Europeans, we will discover how the so called “Age of Discovery” changed Europeans as well the peoples they encountered. Points of contact, the moments of exchange, shaped these “global lives” and in turn those lives shaped history and the world. We might think of this approach as “de-centering” the early modern world, one that allows us to view aspects of the “global” in the making, a process that we are still grappling with today.

*Attributes: Core History***HIS 1150-006****Topic: Gender and Conquest****T TR 2:30 pm – 3:45****Dr. Catherine Kerrison**

This course will study the varieties of women’s experiences in the New World colonies as well as the gendered concepts that allowed European men to conquer and subdue the Americas’ indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of “civilizing” the wilderness: French nuns in New France; English women in the Chesapeake; Spanish women in Mexico City. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary), and how gender concepts were used to rationalize European imperial control of the Americas. Arguably, with the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete. Throughout, we will also scrutinize historical methods, as we ask, how do historians know what they know?

*Attributes: Core History, Peace and Justice***HIS 1155-001****The U.S. Black Freedom Movement in Global Perspective****M W F 11:30 am – 12:20****Dr. Shannen Williams**

When W.E.B. Du Bois famously declared that “the problem of the twentieth century” was “the problem of the color line,” his analysis was not confined to the United States. African-American struggles for civil and human rights have historically been connected to global campaigns against slavery, colonialism, and racial apartheid. Using gender and sexuality as essential categories of analysis, this course will explore how a wide range of African-American intellectuals and leaders have articulated global visions of freedom from the birth of Jim Crow segregation to the rise of #BlackLivesMatter. Students will pay special attention to the strategies and tactics devised and employed by African-American activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated people around the world. Students will also examine how international events have informed,

shaped, and impacted black freedom struggles on the American home front. Topics will include, but are not limited to African-American intellectuals and the rise of pan-Africanism, women and Garveyism, World War II and the Double Victory campaigns, Cold War civil rights struggles, the global dimensions of black power and black feminism, and mass incarceration as the New Jim Crow.

**HIS 1155-002**

**Topic: Global Migration**

**M W F 1:30 pm – 2:20 pm**

**Fr. Joseph Ryan**

This course will explore the impact of global migration in human history from 1500 to the present day. We will look at how migration shapes societies. Our approach will be interdisciplinary. We will look at theories of migration such as transnational migration, acculturation, incorporation, assimilation, circular migration and diaspora. A global capitalist economy also shapes migration. Gender and multiculturalism play an important role in shaping migration. We will also look at forced migration and trafficked human beings in the present. Case studies will be used to explore the past. We will use primary sources and secondary literature in our course of study. There will be three exams and a ten page research paper.

*Attributes: Core History*

**HIS 1155-003**

**Topic: Religion and Empire**

**T TR 1:00 pm – 2:15 pm**

**Dr. Kaley Carpenter**

This class explores the United States' history with the "middle east," a region that has influenced the course of America's politics, economy, and culture since the U.S. won its independence from Great Britain. For two hundred and fifty years, while the historic Ottoman Empire lost its empire and the U.S. became criticized for becoming one, the religions that culturally defined each power would come to represent not only their respective strengths and weaknesses but also the essential source of conflict between them. Using primary and secondary readings, historiography, film and literature, as well as material and popular culture, students will trace the history of these geo-political entities' encounters with each other, particularly during the former Ottoman Empire's much watched transformation into the modern Republic of Turkey. By the course's end, students will be able to understand not only the religious roots and reciprocal influence of US-Turkish relations, but also the historic crossroads at which the United States' foreign policy stands today in light of (1) Turkey's recent abandonment of secular government and (2) continued challenges posed by the Islamic State to the entire region.

*Attributes: Core History*

**HIS 1165-001**

**Topic: Global Markets, Equality and Inequality**

**Dr. Lawrence Little**

**TBA**

This course examines empire and inequality in the modern world and emphasizes the ideological, economic, political, and cultural causes, implications, and consequences of colonization from 1500 to the present focusing on equality and inequality. The course places equal emphasis on the various ways that people throughout the world resisted colonial rule and oppression, both successful and unsuccessful.

Requirements: There will be a 750-1000-word midterm and final examination and two 400-500-word analytical reviews of course readings. The analytical reviews are critical reflections that relate the readings *in your own words* to course themes. Each student will also write a 6-8-page research paper on an issue that the world currently faces. In addition, each week (10 in total) in

100-250 words, students will respond to a question raised by the week lectures or readings with the ability to respond to each other's thoughts.

All of the required readings will be on Blackboard or online. Your weekly readings will include two lectures on PowerPoint, 1 to 3 primary sources averaging 3 pages each. On a couple of weeks, you will have a secondary source to read instead of the primary sources. You will also read a short novella, Voltaire, *Candide* for one of the analytical reviews.

*Attributes: Core History, Peace and Justice, Distance Learning*

**HIS 1165-001**

**Topic: The Black Death**

**M W F 8:30 am – 9:20 am**

**Dr. Rebecca Winer**

A devastating pandemic raged across the Western World in the middle of the fourteenth century killing around a third of the population. How did the people of its Pre-Modern societies cope with this tragic mortality? In this course we will study the patterns of life in fourteenth-century Europe, the Middle East, and Asian steppes around 1300 CE. We will then investigate the calamity of the Black Death across this world system and finish by analyzing the new social, economic, and cultural structures that evolved by 1400. Along the way we will ask a series of questions: How did ordinary people live in Eurasia in 1300, what about in 1400 CE? What was the nature and etiology of the disease that hit the global system of “Old World” in the mid fourteenth century? What historical, archeological, and scientific methods can be used to understand the epidemics of the past? How did attitudes towards disease differ in the Asian steppes, the Islamic world, Western and Eastern Christendom and how did these attitudes shape distinct local reactions? What were the fates of religious minorities in different locales before and after calamity struck? What does the history of medieval pandemic say to us in the postmodern world experiencing devastation from diseases like Zika and Ebola?

*Attributes: Core History*

**HIS 1165-002**

**Topic: Soccer and Making of the Modern World**

**M W F 9:30 am – 10:20 am**

**Dr. Paul Steege**

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with the growth of industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific local/national examples to investigate its particular themes in greater depth and to locate them in time and place.

*Attributes: Core History*

**HIS 1165-003**

**Topic: Global Africa**

**T TR 8:30 am – 9:45 am**

**Dr. Maghan Keita**

Global Africa II engages Africa and Africans as global phenomena historically, from the Global Medieval through the Early Modern Colonial (c. 476-1492 CE). This is to be achieved through the critical examination of Africa and its diasporas. Fundamental to this exercise is the willingness to interrogate what is assumed to be known, and to always question the familiar. The course challenges conventional notions of History and how History is done. Focused encounter with primary sources will serve as the basis for a set of reflective arguments by the student that will 'place' Africa, Africans, and the cultures of African peoples in the world as

agents of that world's construction. These arguments are to be based on serious analysis of the primary works supported by secondary materials. The goal, here, is the demonstration of an argument that bears witness to informed judgment substantiated by an array of evidence. The class will center on a discussion/lecture format that predicates that the student enter the classroom prepared to engage the course, its focus, and its materials. This mandates that the readings for each session not only be read, but critiqued as well, in regard to their relation to specific historical moments and to the focus of the course overall. The student will be evaluated on the ability to interpret both primary and secondary sources as an argument in the relation to the course theme.

*Attributes: Core History*

**HIS 1250-001**

**Topic: Ancient Near East Empires**

**M W F 11:30 pm – 12:20 pm**

**Dr. Kelly-Anne Diamond**

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinctive fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look at how one integrates non-literate societies into the historical framework of the Near East in order to get a comprehensive picture of the area.

This course will cover the time period from approximately 3200 BC to 1500 BC. After this point the Near East became very diverse and there was a significant increase in the interaction between different cultures resulting in the transference of ideas, technologies, etc.

This course will include two quizzes, a map test, a midterm exam, and a final paper.

*Attributes: Core History*

**HIS 1250-100**

**Topic: Ancient Near East Empires**

**T TR 6:00 pm – 7:15 pm**

**Dr. Kelly-Anne Diamond**

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinctive fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look at how one integrates non-literate societies into the historical framework of the Near East in order to get a comprehensive picture of the area.

This course will cover the time period from approximately 3200 BC to 1500 BC. After this point the Near East became very diverse and there was a significant increase in the interaction between different cultures resulting in the transference of ideas, technologies, etc.

This course will include two quizzes, a map test, a midterm exam, and a final paper.

*Attributes: Core History*

**HIS 1903-001****Internship Elective****Dr. Marc Gallicchio***Permission of Chairperson required***HIS 2000-001****Investigating U.S. History I****M W 4:30 pm – 5:45 pm****Gina Talley**

This course will introduce you to several of the most central questions in United States history. The fundamental question for the semester will deal with an issue that has proved a struggle for all Americans, from the colonial era to the present: what does liberty mean and who has a right to the freedoms associated with liberty? We will consider the perspectives of early colonists, “Founding Fathers,” women, abolitionists, slaveholders, and the enslaved. Utilizing textbooks, primary documents, and secondary historical sources, we will read these texts to interpret their meanings, and create our own analyses. Together, we will explore how historians use various sources to construct historical narratives. Particular focus will be given to the lived experiences of race, ethnicity, class, region, and sexuality.

**HIS 2171-001****Building a New Nation, 1800-1850****M W 4:30-4:45****Dr. Whitney Martinko**

This course examines the conflicting ways that reformers, radicals, and reactionaries tried to define the early United States and their places in it. Course readings and lectures take a transnational approach to examining debates about women's and workers rights, carceral reform and humanitarian movements, indigenous sovereignty, anti-slavery and abolition movements, environmental conservation and urban reform, corporate business culture, and even vegetariansim. Overall, this course encourages students to think about the ways in which the process of building a new nation resulted in the contraction as well as expansion of rights and opportunities for various residents of the United States.

**HIS 2274-001****History of American Medicine****M W F 11:30 am – 12:20 pm****Fr. Joseph Ryan**

During the new millennium, scientific medicine has provided the American public with unparalleled opportunities for the cure of illness. The purpose of this course is to trace the growth of medicine from the seventeenth century, beginning with Native Americans, to the present day in the United States. This course assumes that medicine is a nexus, or meeting point of science and society. The course will also explore the problem of epidemic disease and the response of society to the suffering.

The course will explore the role of science in shaping the growth of medical education and, in the emergence of medicine as an organized profession. Scientific medicine also transformed the role played by traditional institutions such as hospitals in society. This course will account for their development from asylums for the dying, into scientific institutions which serve as the locus of modern medical care. The growth of specialization has given added complexity to the search for medical proficiency.

Issues of race, class, and gender in medical care also represent themes of concern in this account of the growth of medicine. Women also play an increasingly important role in the rise of scientific medicine with the emergence of nursing as a profession, and in the twentieth century, women became practicing physicians and surgeons. Today, the leadership role of women in

medicine gives women an important voice in their own medical care and the care of all Americans.

The advance of medicine toward therapeutic proficiency has raised the cost of health care, and questions of how Americans pay for it. How people receive medical care has changed since the government began providing health care for all with Medicare and Medicaid during the 1960s. The course will consider the impact of the Affordable Care Act on all Americans and conclude with some observations about the future of medicine in the United States. This course will explore how the health care concerns and proposed solutions of the present day have a long heritage in the past. The course assignments will include three exams a ten-page research paper.

**HIS 2278-001**

**Native American History**

**M W 1:30 pm – 2:45 pm**

**Dr. Paul Rosier**

The story of Native America is one of violence, tragedy, marginalization, adaptation, resilience, resistance, and renewal. In reading Native American voices found in primary documents, autobiography, fiction, film, case studies and narrative history we will explore Indian cultures, intercultural relations, assimilationist tendencies in federal policy, intra-tribal social conflict, shifting ethnic identities, gender relations, and self-determination movements. Class sessions will cover colonial-era Indian-white contact, the Removal period, Indian-white wars and the creation of the reservation system, the allotment era, the Indian New Deal, the Termination era, Red Power politics, and the contemporary struggles for sovereignty.

The objectives of our endeavor are four-fold: examine the important political, economic, cultural and social changes that have occurred in Native America since 1491 (or thereabouts); critically assess the history of federal Indian policy; analyze primary sources, the raw materials of history; and utilize diverse materials in writing a research paper. In the process, we will gain the perspective of Native Americans, re-think American history, and sharpen our analytical and communication skills. This is not a lecture course. Together we will investigate the various dimensions of the Native American experience and the contours of Indian-white relations.

*Attributes: Peace and Justice, Diversity Requirement 1*

**HIS 2291-001**

**African American History during Slavery**

**M W F 9:30 am – 10:20**

**Dr. Shannen Williams**

This course examines the development and experiences of the African American community during the age of slavery. We will analyze the origins and development of the African slave trade, the evolution of slavery in the United States, and the development of American slave culture with an in-depth examination of the slave community, family, and religion. We will trace the growth of the free black community and the creation of black political, social, and economic ideologies and institutions. We will evaluate the effectiveness of the African American struggle against slavery, emphasizing slave resistance, the abolitionist movement, and the Civil War.

*Attributes: Peace and Justice, Diversity Requirement 1*

**HIS 3095-001**

**Topic: Cleopatra in History**

**T TR 4:00 pm – 5:15**

**Dr. Kelly-Anne Diamond**

This course will investigate the life of Cleopatra (first century BC), queen of Egypt, and examine her legacy as it exists today. Not only will we look at the events in her reign but also how she was perceived by society. Beginning with the archaeological record in Egypt (statues, coins, temple reliefs) students will look at how Cleopatra herself desired to be

represented. Did she see herself as a Macedonian queen or as an Egyptian queen? Did she follow foreign iconographic traditions or native Egyptian ones? What did she perceive her cultural heritage to be?

Following this, we will examine contemporary Roman sources and those from the first few centuries AD. Roman authors had quite a distinct impression of this infamous queen. Students will become familiar with women and politics in Ancient Rome in order to understand the existing Roman perspective on Cleopatra. How was Cleopatra different from Roman women of the time? Did Rome have a political agenda with regard to its representation of the queen?

One of Shakespeare's most famous works, *Antony and Cleopatra*, provides yet another version of Cleopatra. Finally, Hollywood reworks Cleopatra for a modern audience in "Cleopatra" (1934), "Caesar and Cleopatra" (1946), and "Cleopatra" (1963 and 1999), among others. Is the Cleopatra of Shakespeare or modern film the real Cleopatra?

*Attributes: Diversity Requirement 2*

### **HIS 3200-001**

### **Medieval Britain and Ireland**

**M W F 10:30 am – 11:20 am**

**Dr. Rebecca Winer**

This course explores The British Isles and Celtic world from around 400 to 1300 A.D. Through tackling historical questions and close-reading primary sources, we will analyze the role of the Church, the achievements of extraordinary kings, Brehon lawyers, chroniclers, saints, poets and women in these societies. We will strive to bring the everyday lives and enduring ideals of these medieval people to life. By contrasting the rise of centralized monarchy in England to enduring smaller kingships in Ireland and comparing legal systems, we will gain an appreciation of the institutional achievements of these different cultures. Focusing on the spiritual debt owed by the English to the Irish, as well as the disintegration of relations with the arrival of the Normans after their conquest of England in 1066, we will strive for a nuanced overall understanding of the differences between the peoples of this region.

*Attributes: Irish Studies*

### **HIS 3216-001**

### **Ireland Since 1800**

**T TR 2:30 pm – 3:45 pm**

**Dr. Craig Bailey**

This course focuses on the history of Ireland between 1800 and 1922. Students will become familiar with the principal events and issues that shaped Irish society during this period, and with the different approaches of political, social and cultural history. Among the major topics to be covered are the United Irishmen and the Act of Union, Catholic Emancipation, famine, migration, nationalism, and women in Irish society.

*Attributes: Irish Studies*

### **HIS 4090-001**

### **Women in Modern Middle East**

**T TR 10:00 am – 11:15 am**

**Dr. Hibba Abugideiri**

This course offers an introduction to the study of women in the Middle East and Arab North Africa in the modern period. In taking an historical approach to this topic, much emphasis will be placed on discourse analysis. We will take a cursory glance at various topics, starting w/Islamic tradition and law as a historical base, then move into issues of modern history, such as how ME/NA gender was affected by imperialism, nationalism, decolonization and the modern nation-state as well as discourses of "the veil." Implicit to studying these topics is the overarching

question of whether women from “the East” are different from, or similar to, women of “the West,” and whether the same categories and conceptual tools of analysis used for studying gender in the West can and should be used to study women in the Arab East. Knowledge of ME/NA history is a plus but not required.

*Attributes: Arab and Islamic Studies, Peace and Justice, Diversity Requirement 2, 3*

**HIS 4365-001**

**Modern India and Pakistan**

**T TR 1:00 pm – 2:15 pm**

**Dr. Elizabeth Kolsky**

This course explores the modern history of India and Pakistan, two major countries in the region called South Asia or the Indian subcontinent. Beginning with the end of the Mughal Empire, we examine the rise and fall of British colonialism, the growth of anti-colonial nationalism, the birth of independent India and Pakistan in 1947, and their intertwined histories to the present day. The course pays close attention to how history informs and shapes contemporary politics, economics, and culture in the region today.

*Attributes: Peace and Justice, Diversity Requirement 3*

**HIS 5001-001**

**Junior Research Seminar**

**M W F 10:30 am – 11:30 am**

**Dr. Marc Gallicchio**

This course meets the requirement for a junior seminar in the History major. Our main purpose will be to examine the long period of sustained hostile relations between the United States and its allies and the Soviet Union and its allies in the post-World War II era. Although we will be trying to answer many small questions there are two really big ones that will frame our approach to the subject. They are as follows: Why did the Cold War last as long as it did and how did the Cold War affect what we commonly refer to as the Third World? We begin with a look at the causes of this confrontation and discuss the reasons why the confrontation lasted for nearly fifty years. We will then explore the international and domestic dimensions of the maturing conflict in the 1950's and 1960's. As part of this second phase of the Cold War we will look at the extension of the conflict into the emerging nations of the Third World. This will be followed by an analysis of the first era of detente in the 1970's and the renewal of Cold War tensions by the end of the decade. We will end with a discussion of how the Cold War ended and make an effort to understand the historical legacy of that conflict. Throughout the course we will look at how recently declassified documents from U.S., Soviet Union, Peoples' Republic of China and other communist countries may affect our understanding of the Cold War. There will be several quizzes, two in-class exams, a final exam, and several short investigative research papers.

*Restrictions: History Majors only*

**HIS 5501-001**

**Seminars in Historical Methodology**

**T TR 11:30 am – 12:45 pm**

**Dr. Craig Bailey**

Students in this course will produce a twenty to twenty-five page paper on a historical subject of their choice based on original primary research. Class sessions and assignments are designed to provide students with practical experience and instructive examples as they move through the different stages of generating ideas, research and writing.

Please note that this course is a seminar not a series of lectures. Students will be expected to do an extensive amount of independent work, attend all scheduled class periods, and contribute meaningfully to class discussions about their own work and the work of other students.

Discussions will be tailored to help students identify and navigate a process that leads to final

paper with the following components: a clearly stated argument/research question; a sophisticated analysis based on primary sources that also engages with the relevant historiography of the subject; a clear and articulate writing style; a judicious use of footnotes and a well-constructed bibliography.

*Attributes: Writing Intensive Requirement*

*Restrictions: Senior History Majors only*