

Department of History
Undergraduate History Course Descriptions
Fall 2019

HIS 1060-001

Topic: Religious Tolerance in Medieval Spain

T R 1:00-2:15 p.m.

Dr. Rebecca Winer

Are you intrigued by the Middle Ages? Do you wish you had more knowledge about Islam and/or Judaism? AND/OR Are you a Spanish language student who wants to learn more about how Spanish culture was formed? Then this is the course for you! Christians, Jews and Muslims lived together in Spain from 711-1492 CE often in the same villages and towns. We will acquire background on these three religions then move to analyze how coexistence functioned in the Iberian Peninsula and when and why it broke down. The time frame covers changing political relations between Muslims and Christians—the Muslim Conquest, the Christian "Reconquista" and what new political, cultural, and social systems and hierarchies rose and fell over time. Overarching definitions of tolerance will be explored in the medieval context (with repercussions for our own world) as well as questions of how the religious backgrounds of modern historians shape their accounts of inter-religious dialogue and conflict in the past. The art and literature of medieval Spain will serve as our evidence along with legal and devotional sources. A short paper on medieval sources in translation, along with midterm and final exams, test the students' acquired knowledge of the subject matter and skills in historical analysis of primary sources and incorporation of historical methodologies.

Attributes: Core History

HIS 1065-001

Topic: The History of Disease

M W F 9:30-10:20 a.m.

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 1065-001

Topic: Global Environmental History

M W 1:30-2:45

Dr. Paul Rosier

This course explores the historical roots of our contemporary environmental crisis by examining 20th century environmental movements in the United States and around the world; international climate meetings from the 1972 U.N. Conference on the Human Environment to the 2015 Paris Agreement; corporate efforts to capitalize on the public's demand for environmental protection via both greenwashing and sustainability solutions; the environmental factors of ethnic and political conflict in Africa, China, India, Latin America, and the Middle East; a range of global sustainability movements, including religious/interfaith movements (incorporating documents on Catholic Social Teaching and Stewardship); and other relevant topics. We will also consider, more generally, issues of gender, race, and class by reading about campaigns for "environmental justice" and "climate justice." In addition, we will consider the place of 'nature' in a global culture of consumption. Assignments include a midterm and final exam, a research paper on a topic students choose, and several short papers.

Attributes: Core History, Peace and Justice, Minor in Sustainability Studies

HIS 1070-001

Topic: British Empire

T R 10:00-11:15

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 1075-100

Topic: Global Women and Daily Life

M W 6:00-7:15 p.m.

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 Indigenous 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
M W F 9:30-10:20 a.m.
Dr. Emil Ricci

Topic: Transatlantic Revolutions in the Modern World

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 1150-001
M W F 11:30 a.m.-12:20 p.m.
Dr. Emil Ricci

Topic: Transatlantic Revolutions in the Modern World

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Attributes: Core History

HIS 1150-003
T R 2:30-3:45 p.m.
Dr. Craig Bailey

Topic: Europe and the 18th Century World

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 travelers 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 1150-004
T R 4:00-5:15 p.m.

Topic: Gender and Conquest in the Atlantic World, 1500-1800

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 and English women in the Chesapeake. 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 control of the Americas. With the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete.

We will read a wide variety of primary sources that document this monumental period in world history, including: images of exotic peoples (from both European and Indian viewpoints); accounts of conquistadors, Native Americans, missionaries, nuns, captives, enslaved men and women, and indentured servants; law codes that constructed systems of racial and gender hierarchies and harnessed the labor of millions; and John Rolfe’s petition to marry Pocahontas. Secondary readings will provide historical context and theoretical framing to help our reading of the primary sources.

Attributes: Core History, Peace and Justice

HIS 1155-001
M W F 8:30-9:20 a.m.
Dr. Angelo Repousis

Topic: American Age of Revolution, 1776-1848

The American Revolution was a transcendent international event that affected not only the United States, but also Europe and other parts of the world. Americans threw off aristocracy and

monarchy, which had dominated European society for centuries, and offered a new dignity to the average man through the promotion of democratic republicanism, self-government, and liberty. The American Revolution inspired the even more radical French Revolution (1789) and also established a precedent with the first successful anti-colonial nationalist revolt, providing a model that would be emulated by scores of nations in subsequent years.

In this course we will take a thematic and topical approach (as opposed to a traditional survey) to study how the American Revolution inspired revolutions throughout Europe and the Atlantic world in the eighteenth and nineteenth centuries. In doing so, we will explore how the radical ideas of American founders such as Paine, Jefferson, Franklin, Madison, and Monroe set the pattern for democratic revolutions, movements, and constitutions in France, Britain, Ireland, the Netherlands, Belgium, Poland, Greece, Haiti, and Spanish America. To what extent did foreign leaders explicitly follow the American example and espouse American democratic values will be a main theme of this course.

The American Revolution was not without its contradictions, however, and there are those scholars who have argued that Americans fought mainly to preserve their rights as Englishmen more than to blaze a new revolutionary path. This course will also explore to what extent Americans' virtually universal endorsement of republican revolutions abroad translated into unanimity regarding the nation taking a more active part in the future political reformation of Europe through the support of all liberal and national revolts. While most Americans welcomed national uprisings on the scale of the French Revolution, few felt obligated to assist them in their struggle for freedom.

Attributes: Core History

HIS 1155-002

Topic: Global Migration

M W F 12:30-1:20 p.m.

Fr. Joseph Ryan

This course will explore the impact of global migration in human history from ancient times to the present day. We will look at how migration shapes world societies. Our approach will be interdisciplinary. The issue of globalization is central to the course. A global capitalist economy shapes migration today and the choices of people who migrate. Gender and multiculturalism both play an important role in shaping migration. We will look at theories of migration such as transnational migration, acculturation, and incorporation. We will also look at forced migration, human trafficking, war, revolutions, and genocide and how they shape migration up until the present day. We will look at the role of religion in migration with a focus on Islam and Christianity. 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: US Black Freedom Movement in Global Perspective

T R 11:30 a.m.-12:45 p.m.

Dr. Shannen Dee 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 colonial period 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 the transnational abolitionist movement, 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.

Attribute: Core History

HIS 1165-001

Topic: Soccer and the Making of the Modern World

M W F 8:30-9:20 a.m.

Dr. Paul Steege

Have you ever wanted a history course that also gave you an intellectual excuse to watch soccer every weekend? 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 alongside industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism, and even FIFA (the video game). 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. There will be a midterm and final exam and a variety of writing assignments that give students the opportunity to present their work in different formats.

Attributes: Core History

HIS 1165-002

Topic: Commodities and Global Capitalism

M W F 12:30-1:20 p.m.

Dr. Andrew Liu

This course asks: what is a commodity, and why have commodities been so ubiquitous in the history of the world? In doing so, the course will explain the specific contours of the history of capitalism, from the early modern period (ca. thirteenth to eighteenth century) into the modern world. By weaving together complex narratives of human interaction, this course emphasizes the simple idea that things have been made, sold, and consumed by humans across wide spans of geography and time.

At the start of the semester, we will review several case studies of particular commodities. Specifically, we will look at the classic studies of coffee, sugar, and tea and opium -- all quintessentially early modern commodities which belong to the era of expanding global trade. Starting in the second half of the course, we will begin to ask questions of method — what is a commodity? Is there a limit to what can be put up for sale? How do we keep track of the life of a commodity? Finally, we will discuss the birth of the modern industrial world by looking at cotton, perhaps the most important commodity of the nineteenth century. And then we will look at the new shape which commodities have taken on in the late twentieth and twenty-first century.

Attributes: Core History, Honors

HIS 1165-003

Topic: Global Africa III

T R 8:30-9:45 a.m.

Dr. Maghan Keita

Global Africa III is an engagement of Africa, Africans, and things African as global phenomena historically in the Modern Age commencing roughly 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 course is predicated on the fact that the student enters 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.

HIS 1165-004

Topic: History through Travel

T R 4:00-5:15 p.m.

Dr. Alexander Varias

This course will focus on the way in which history from early modern times to the present is understood through the examination of travel and the movement of peoples. In addition to the central phenomena of this period, we will material conditions connected to travel and the experiences of travelers during particular eras. Both primary and secondary sources are stressed in the readings for discussion and for students' research and writing of papers. Sources can also be connected to visual images drawn from painting, sculpture, architecture, and film that form part of the "memory bank" and consciousness of travelers and tourists—two contrasting sets of people as will be clear during the course of the semester. A major focus of the course will be the relationship of the travel experience to the cultural, social, and political environment of the different historical eras. Related to this concern are a number of others regarding the history of travel and travel writing: the transformation of travel over time--especially with the development of industrialization; the ways in which particular "other" places have appeared to visitors from afar; the use of mythology and utopian imagination to conceive of particular "exotic" locales; the importance of trade in transforming culture; the emergence of mass travel and the effects of steamships, trains, and airplanes in transforming the nature of travel; the reflection of home life on board the new vehicles in terms of comfort, design, and decor, and social stratification; the emergence of leisure travel among non-elite travelers; the varying perceptions offered by men and women who wrote about travel; and the roles of imperialism and immigration in stimulating travel. In addition to the readings, film viewings will provide further representation of the travel experience.

Attributes: Core History

HIS 1165-005**Topic: Political Violence and Revolution****T R 11:30 a.m.-12:45 p.m.****Dr. Lynne Hartnett**

In January, every four years, Americans pause to bear witness to democracy in action. As the duly elected American President takes the oath of office, the peaceful transition of power gives evidence of a functioning political process. Yet throughout modern history, there have been numerous occasions when individuals and groups have sought to transform their political systems and lives through extra-legal, radical, and sometimes violent means. This course examines the historical occasions during which individuals and groups have turned to revolution and/or violence to realize their goals. We will consider the conditions that allow revolutionary movements to arise and the context in which such movements have successfully realized their objectives. As we do, we will assess the role of violence both within revolutions and outside revolutionary contexts. We will also explore the motivation behind and the success of peaceful methods of protest. In the process we will assess how revolutionary change and political violence have affected modern history.

*Attributes: Core History***HIS 1165-DL1****Topic: Global Markets, Equality and Inequality****TBA****Dr. Lawrence Little**

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

*Attributes: Core History, Peace and Justice, Distance Learning***HIS 1165-DL2****Topic: Global Markets, Equality and Inequality****TBA****Dr. Lawrence Little**

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

(10 seats reserved for full-time students, 15 seats reserved for College of Professional Studies)

*Attributes: Core History, Peace and Justice, Distance Learning***HIS 1165-H01****Suffering and Progress****M W 3:00-4:15 p.m.****Dr. Michael Westrate**

This course examines the political, cultural, social, and economic development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings (both primary and scholarly), visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—concentration camps, war, genocide, famine, forced migration, and other evils plagued humanity

throughout the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all, as well as major advances in technology. Via weekly written assignments and discussion, our goal will be to assess the importance of these and other subjects in today's world. At the end of the semester, we will better understand "the fundamental interconnectedness of all things," or (to put it another way), human webs—the networks that make up our reality.

Attributes: Core History

HIS 1250-001

Topic: The History of the Ancient Near East

M W F 10:30-11:20 a.m.

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

TBA

Dr. Marc Gallicchio

Description: 3.00credit(s)

Restrictions: Must be enrolled in one of the following Levels: Undergraduate.

HIS 2000-001

Investigating U.S. History I

M W 4:30-5:45

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.

HON 2002-001**Interdisciplinary Humanities III****M W F 10:30-12:20 p.m.****Dr. Eugene McCarraher**

The idea of “progress” has dominated the Western world since the middle of the 18th century. Scientific and technological development, industrialization, democracy, the “disenchantment” of ancient religious beliefs and popular superstitions – these and other historical changes of the last two-and-a-half centuries have enlarged our knowledge of the world, extended the length and health of our lives, and multiplied our material comforts. Thus, we’ve come to believe almost instinctively that “progress” has been unambiguously positive, and to hope that it will continue indefinitely. Yet these same processes of modernization have provoked profound and often militant doubt, criticism, and resistance, often from among the most learned and sophisticated representatives of modern culture. And in the 21st century – with capitalist “globalization” in disarray, with climate change an unavoidable challenge, and with the emergence of a new religious “awakening” all over the world -- new quandaries about the meaning of “progress” have already begun to appear. I will be tracing both the meanings of “progress” and the currents of discontent with progress from the mid-18th to the early 21st century. Readings will cover economics, social thought, political philosophy, and cultural criticism.

HIS 2252-001**U.S. Foreign Relations 1914 – Present****T R 4:00-5:15 p.m.****Dr. Marc Gallicchio**

This course examines U.S. foreign relations from the outbreak of World War I to the Present. We will look at the growth of American global influence during the twentieth century and pay special attention to the American experience with war, peace, and the challenge of nation building. Topics include World War I, World War II, the Cold War, the Vietnam War, the War on Terror; and the American response to globalization after the Cold war.

Throughout the course we will be discussing the following major themes: 1) the changing definition of national security in the 20th and 21st centuries, 2) the related ideas of American exceptionalism and America’s mission, 3) and the tension between independent internationalism (what is often called unilateralism) and collective security in American diplomacy.

HIS 2274-001**History of American Medicine****M W F 10:30-11:20 a.m.****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 and a ten-page research paper.

HIS 2296-001

History of American Women

T R 11:30 a.m.-12:45 p.m.

Dr. Catherine Kerrison

“Are women people?” poet Alice Duer Miller asked in 1917. This class is designed to explore the ways in which the concept of ‘woman’ has been understood, defined, and contested in American history. In particular, the course will look at the links between women’s status at law and the different expressions of that status at home, in the work place, and in the polity. Beginning with a look at Indian culture before European settlement, the course will treat topics such as Indian gender relations, deputy husbands, coverture, republican motherhood, separate spheres, reform movements, suffrage, ERA, women in the work force, civil rights, and the backlash against feminism, examining each in the context of how women’s lives were shaped, and by whom. Throughout, the course will include the experience of black women, enslaved and free. While the course will touch broadly upon main themes through secondary sources, primary source selections will provide an opportunity to probe individual women’s experiences in more depth, as we explore the different facets –at law and in society- of Miller’s question. Three essays (two, three and seven pages in length respectively), a midterm, and final examination are also required.

Attributes: Cultural Studies, Diversity Requirement 2, Gender & Women Studies, Peace and Justice

HIS 2993-001

History Internship

TBA

Dr. Marc Gallicchio

Description: An internship in a local historical archive, museum, park, or library. 3.00 credit(s)
Restrictions: Must be enrolled in one of the following Levels: Undergraduate

HIS 2298-001

Topic: American History: African-American Women to 1865

T R 2:30-3:45 p.m.

Dr. Shannen Dee Williams

This course surveys the social, cultural, political, and economic history of black women in the United States from the earliest importation of enslaved persons from Africa and the Caribbean to

the federal abolition of slavery in 1865. This course begins with the intellectual understandings that: 1) black women and girls have never been marginal to the story of the United States and 2) black women's lives and labors are not (and have never been) monolithic. Therefore, we will explore the great diversity of black women's experiences and voices over time and across lines of class, region, ethnicity, religion, and sexual orientation. Topics will include, but are not limited to sexual exploitation, violence, and black women's agency during slavery, the revolutionary life of Phillis Wheatley, black women in the abolitionist movement, and the Civil War as a monumental period of black women's politicization.

Attributes: Diversity Requirement 1, 2

HIS 3095-001

Topic: Cleopatra in History

M W 3:00-4:15 p.m.

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 3233-001

Hitler and Nazi Germany

M W F 9:30-10:20 a.m.

Dr. Paul Steege

The devastation wrought by Nazi Germany in the middle part of the 20th century remains one of the most brutal focal points of an incredibly violent era. Although terms like fascism and antifascism are again circulating in public debates, historians and popular memory have often explained Hitler and the Nazis as something so alien and altogether evil that they bear little relationship to our contemporary world.

This course will explore the multi-causal sources of Nazi rule, focusing particularly on the role of violence in shaping and constituting the Hitler Regime. Beginning with an intense exploration of the Nazi rise to power during the Weimar Republic, the course will use a variety of primary and secondary sources, including films, photographs, and works of art to explore the motivation and function of Nazi Germany. Significant time will be spent addressing the Holocaust as the culmination of a Nazi project of racialized violence. In so doing, we will seek to complicate our understanding of Nazi perpetrators and assess the extent to which they should be considered less

a German problem than part of a dark, violent underside to a broader project of modernity. There will be a midterm, a final exam, and a number of short writing assignments.

Readings will likely include: Peter Fritzsche, *Germans into Nazis*, Johnson and Reuband, *What we Knew: Terror, Mass Murder, and Everyday Life in Nazi Germany*, and Art Spiegelman, *Maus*.

HIS 4320-001

Modern East Asia

M W F 10:30-11:20 a.m.

Dr. Andrew Liu

This course explores the past two centuries of the East Asia region, chiefly the histories of China, Japan, Korea, and Taiwan. Beginning with the golden age of early modern East Asian dynasties—namely the Qing Empire (China), the Tokugawa Shogunate (Japan), and the Joseon Kingdom (Korea) – this class narrates how these regions made sense of blindingly rapid social change.

As trade with Europe and American powers intensified in the nineteenth century, these regions were plunged into warfare, projects of colonialism and imperialism, and violent contests between Communism and liberal internationalism. Events addressed shall include: the creation of modern nation-states; Japanese imperial expansion into Korea, Manchuria, and Taiwan; World War II; Cold War alliances between Communist states versus the US and its allies; and the rapid state-led economic growth which characterized east Asia in the second half of the last century.

Course materials shall consist mainly of textbook readings, primary documents, literature, and historical films.

HIS 4499-001

Topic: History of Human Rights

T R 1:00-2:15 p.m.

Dr. Elizabeth Kolsky

The notion of human rights as inalienable rights to which all humans are inherently entitled is a fundamentally modern concept. The course will examine the modern history, theory, politics and practice of human rights from a global perspective. It will investigate how ideas about human rights and social justice developed over the past two centuries and examine the meaning and relevance of human rights in dealing with major issues and crises in the world today, including torture, terrorism, poverty, sexism, and racism.

Attributes: Peace and Justice, Diversity Requirement 1, Diversity Requirement 3

HIS 4997-001

Topic: Race and Writing History

T R 10:00-11:15 a.m.

Dr. Maghan Keita

For some, the modern world and modern academia are defined by race. Race has become one of the elements by which historical analyses and their subsequent discourses have been framed.

Yet, ironically, scholars have been somewhat reluctant to explore concepts of race in relation to historical production.

This course is a direct response to the need for analyses of race and its relation to the writing of history, and to the possibilities that such a recognition might pose in the construction of new histories.

It should be recognized that the course is not just simply about the ‘writing,’ of ‘color,’ or the ‘racialized other’ into history. The course involves a serious and comprehensive inquiry into the

constructions of race and how race—conceptualizations of it and assumptions about it—have shaped historical analyses and discourse of both the past and the near contemporary.

HIS 5001-001

Junior Research Seminar

M W 3:00-4:15 p.m.

Dr. Whitney Martinko

Environmental History

This research seminar introduces students to methods that historians use to research, analyze, and write about the past. The course will consider the historian's craft by focusing on environmental history, particularly of the Americas. Course readings will consider the ways that historians have studied the relationship between humans and the physical world; topics will include histories of place, environmentalism, climate change, waste management and pollution, park design, the built environment, and conservation and preservation. Students will learn to evaluate these scholarly conversations and then join the conversation themselves by learning to evaluate primary evidence, do archival research, and define an individual research project in relationship to existing scholarship. Ultimately, this course will ask students to consider the big picture of why their research matters, in both historiographical conversations and contemporary society. Students will complete assignments over the semester that will prepare them to craft a research proposal for their senior seminar and /or a VURF application for summer research funding.

HIS 5501-001

Seminars in Historical Methodology

M W 1:30-2:45 p.m.

Dr. Cristina Soriano

This Senior research seminar will offer history major students the opportunity to explore primary sources and specialized literature with the final objective of producing a polished historical research paper. The course is designed to help the students develop the unique skills of historical methodology and critically analyze texts from the past and produce original interpretations. Following a step-by-step process, students will be able to write an well-organized and critical paper, with strong and evidenced-supported arguments. The paper could explore a wide range of historiographic issues or debates from a comparative point of view, combining not only diverse perspectives, but different regions and contrastive historical narratives. The paper should also analyze a wide range of primary sources chosen by the student in accordance with their research topic.