HIS 1060-001  
**Topic: Islam and the West**

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

**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 9:30–10:20 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 1070-002  
**Topic: British Empire**

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

**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.

**HIS 1075-001**  
**Global Women and Daily Life**  
M W 4:30-5:45 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 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**

**HIS 1075-100**  
**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 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 9:30-10:20 a.m.  
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
M W F 10:30-11:20 a.m.
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 1150-003
M W F 12:30-1:20 p.m.
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 1150-004  
Topic: Slavery in the Modern World  
T R 10:00-11:15 a.m.  
Dr. Judith 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 1150-005  
Topic: Europe and the 18th Century World  
T TR 4:00-5:15 p.m.  
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 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 1155-001  
Topic: American Age of Revolution, 1776-1848  
M W F 8:30-9:20 a.m.  
Dr. Angelo Repousis  
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  U. S. Black Freedom Struggles in Global Perspective
M W 1:30-2:45 p.m.
Dr. Shannen Dee Williams
Black struggles for civil and human rights in the United States 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 black Americans have articulated global visions of freedom from the earliest days of slavery in North America through the rise of #BlackLivesMatter. Students will examine how international events have informed, shaped, and impacted black freedom struggles on the American home front. Students will also pay special attention to the strategies and tactics devised and employed by black activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated peoples around the world.
Topics will include but are not limited to African Americans and the global abolitionist movement; the transnational anti-lynching campaign of Ida B. Wells; African-American intellectuals and the rise of pan-Africanism; World War II and the Double Victory campaigns; Cold War civil rights struggles; and the international dimensions of black power and black feminism.
Attributes: Core History

HIS 1155-003  Topic: American Empire
T R 2:30-3:45 p.m.
Dr. Eugene McCarraher
Most Americans never think of the United States as an empire. Empire is ancient Rome, Victorian Britain, or Czarist Russia. In this view, if the United States has ever exercised anything even resembling imperial power, it has always been “reluctant” to do so; we have “stumbled” into global preeminence, like some drunken, off-duty superpower.
This course aims at dispelling this mythology. Far from being a “reluctant” superpower that “stumbled” into global hegemony, the United States has always been embarking on imperial quests to impose its will around the world. From the Puritan belief in God’s providential anointment of the elect to build a “city on a hill,” to the creation of a slave-owning “empire of liberty” to spread the fruits of liberal democracy and capitalism, to the genocidal conquest of native Americans otherwise known as “manifest destiny” or “westward expansion,” and to the declaration of a (short) “American Century” and even of “the end of history” in the 1990s, American history has always had imperial adventure at its heart. Our economy, our conception of “freedom,” and our everyday lives have depended on empire. Indeed, empire, as the historian William Appleman Williams once observed, has been a way of life for Americans.
In this course, we will examine the roots of American empire and the evolution of imperial justifications. We will explore how the quest for empire has shaped everything from the contours of its economic development to its conceptions of sexuality; how opposition to imperialism triggered anti-racist and anti-colonial ideas and movements; and how our economic and ecological turbulence may augur the end of American empire. Although we will pay attention to economics, politics, and foreign policy, the readings and assignments will focus primarily on empire’s domestic and cultural foundations.
Attributes: Core History
HIS 1165-001  
**Topic: Soccer and Making the Modern World**  
M W F 8:30-9:20 a.m.  
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 1165-002  
**Topic: Philadelphia Global City**  
M W 3:00-4:15 p.m.  
Dr. Whitney Martinko  
At once a city known for its local neighborhoods and its international influence, Philadelphia arguably has been a global city since its inception. This course teaches students the necessity of analyzing local urban issues in historical and global context. Students will learn about the ways that Philadelphia has been a site and source of transnational economic development, intellectual exchange, cultural contact and conflict, racial oppression and opportunity, and international immigration and emigration from the seventeenth through the twenty-first centuries. Students will learn to interpret maps, census data, plans, landscapes, and photographs, as well as various types of texts, as historical evidence. They also will survey the different ways that historians define cities – as built environments, systems of colonial power, social networks, cultural landscapes, nodes of production and trade, and ecosystems. This course encourages students to connect their analysis of change and continuity in Philadelphia’s past with current debates about urban planning; blight and renewal; class, race, and ethnic conflict and cooperation; economic and environmental development; communal and individual claims to property; and conservation and preservation.  
*Attributes: Core History*

HIS 1165-003  
**Suffering and Progress in the 20th Century**  
T R 8:30-9:45 a.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 1165-004  Topic: History through Travel
TR 11:30 a.m.-12:45 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-DL1  Topic: Global Markets, Equality and Inequality
Dr. Lawrence Little
TBA
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
Dr. Lawrence Little
TBA
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 1250-001  Topic: Ancient Empires
TR 4:00-5:15 p.m.
Dr. Kelly-Anne Diamond
This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). Major themes include the evaluation of the main sources used to reconstruct these societies and political systems, existing historical problems, and scholarly debates (or controversial material). From the borders of Iran and Afghanistan in the east, to the Levant and Turkey in the north, and to Egypt in the south, we will look at the most up to date political narrative and the latest archaeological
and textual discoveries. We will also concentrate on the obstacles posed by various interpretative practices and methodologies. This course consists of a map quiz, midterm exam, seminar presentation, four response papers and a final exam. All primary sources will be read in translation.

Attributes: Core History

**HIS 1903-001**
TBA
Dr. Marc Gallicchio
*Permission of Chairperson required.*

**HIS 2001-001**
M W F 10:30-11:20 a.m.
Dr. Marc Gallicchio
In-depth study of American history from the end of Reconstruction to the present, with a particular emphasis on engaging historical problems as a process of inquiry and interpretation. This semester, we will explore the role of conspiracy theories in American society and conduct research on students’ family histories. Designed especially for history majors and future teachers, but open to all students.

**HIS 2151-001**
M W F 12:30-1:20 p.m.
Dr. Catherine Kerrison
The European expansionists of the sixteenth and seventeenth centuries saw the North American continent as “virgin” territory, a place in which dreams long dead in the Old World could be resurrected and met in the New. Spanish, French, and English arrived first and found inhabitants already here; later the Dutch, Irish, Germans, and Scotch-Irish would follow; Africans endured a forced emigration. While these cultures clashed in a contest for survival and dominance on this roiling continent, ordinary people struggled to survive, build lives and communities, and thrive. This course looks at both the titan battles for empire and the lives of individual people caught in them: soldiers, indentured servants, slaves, Puritan fathers, Indian mothers, Quaker families, Moravian bishops, Virginia gentry, and New England ministers. Students shall read the new ways in which scholars are redefining colonial American history from a traditional, English-centered configuration to one that includes new regions (beyond the small cluster of colonies on the eastern Atlantic seaboard) and new peoples (Indians, Africans, non-English Europeans, women, and non-elites). We will try to see early America through the eyes of the people who lived there, and through our examinations of the evidence they left behind, discern the outlines of larger themes of identity and authority.


**HIS 2181-001**
T R 1:00-2:15 p.m.
Dr. Judith Giesberg
This course will be a study of the U.S. Civil War and Reconstruction. The course will be divided into three chronological periods. For the first three weeks, we will consider events leading up to the Civil War. Then, we will examine the war years themselves, including events on the battlefield and on the home front. In the final three weeks of the class, we will consider the period of Reconstruction and how the war is remembered today. Placing slavery at the center of the narrative of the period, this course explores the structures of power in place in antebellum America and how enslaved people and others sought to overturn them.

Attributes: Diversity Requirement 1
HIS 2201-001  United States History, 1914-1945
M W F 10:30-11:20 a.m.
Fr. Joseph Ryan
This course traces major developments in the United States from the beginning of World War I to the end of World War II. The course will explore the presidencies from Theodore Roosevelt to Franklin Roosevelt. The course will emphasize the influence of Progressive ideas in shaping liberalism and the state. This course reflects the effort to present a social history from the period of 1914 to 1945. This course will attempt to interpret the past by tracing the changing understanding of American freedom, and how they shape social movements and political and economic events. These divergent visions of freedom will also encompass the impact of race, class, and gender on the meaning of freedom during the period of study. The course will utilize primary sources to interpret the past. There will be two tests and a final exam in the course. In addition, there will be a research paper.

HIS 2286-001  Irish-American Saga
M W F 12:30 a.m.-1:20 p.m.
Fr. Joseph Ryan
Irish Americans were once seen as a threat to mainstream society; today they represent an integral part of the American story. More than 40 million Americans claim Irish descent and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth century, through the famine and mass immigration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience.

Attributes: Irish Studies, Peace and Justice

HIS 2292-001  African-American History Since Emancipation
M W 3:00-4:15 p.m.
Dr. Shannen Dee Williams
This course surveys the social, cultural, political, and economic history of people of black African descent in the United States from the federal abolition of slavery in 1865 to the present day. This course begins with the intellectual understanding that: 1) African-American history is American history and 2) no examination of the United States can be understood as complete or legitimate without a full incorporation of the lives, labors, and experiences of people of black African descent. Topics will include but are not limited to: black Reconstruction and white redemption; the rise of Jim Crow segregation; the Great Migrations and black urbanization; the modern African-American freedom struggle and the long suffrage movement; mass incarceration and the conservative backlash of the post-civil rights era; deindustrialization and the birth of hip-hop; and the age of Obama and the rise of “Black Lives Matter.”

Attributes: Diversity Requirement 1

HIS 2293-001  History Internship
TBA
Dr. Marc Gallicchio
Permission of the Chairperson required.

HIS 2998-001  Topic: New York City between the Wars
T R 4:00-5:15 p.m.
Dr. Wight Martindale
This is an interdisciplinary course covering New York’s political history, developments in global central banking over two decades, the creation of Broadway as an entertainment center, the
fiction of Hemingway, Fitzgerald and Damon Runyon, the flowering of Harlem’s jazz, the ingenuity of American lyricists, Babe Ruth and baseball, horse racing, and the importance of magazine art, cartoons, and advertising.

It is impossible to study this period without recognizing the importance of World War I, a revolutionary catastrophe which created the world in which we now live. By limiting time and place, one can study with greater particularity and detail. Big changes can be spotted in seemingly small events of ordinary people. Learning this way is fun. Most political histories concentrate on a nation’s political leaders. Cultural history explores what the people were doing, how they reacted, how they used their leisure. We are living today in a time of great change. Looking back 100 years should be a clarifying, reassuring experience.

Attributes: Cultural Studies

HIS 3095-001

Topic: Sex and Gender in the Ancient World

M W F 11:30 a.m.-12:20 p.m.

Dr. Kelly-Anne Diamond

This course will concentrate on the social constructions of gender in the ancient Near East, from ca. 3200-30 BCE. These disciplines (Egyptology and Assyriology) are often descriptive rather than explanatory and analytical, but this course will attempt to explore explanations for change in gendered constructions (legal position, religion, marriage, etc.). We will also investigate how gender research outside these fields appears to have influenced the reinterpretations of some women who have been seen in a negative light. Topics such as the connection between the emergence of agriculture and the rise of patriarchy and the Egyptian concept of maat as an oppressive force resulting in the regeneration of hegemonic masculinity will be discussed.

Students will also debate the evidence for the existence of an early Mother-Goddess cult, and consider its usefulness from the modern feminist perspective. Conceptions of heterosexuality and homosexuality as marginalizing forces in the ancient world will also be considered, along with the process of female rebirth through the merging with the male god Osiris.

Classes will be organized in a seminar style with emphasis placed on student participation. There will be several short writing assignments, a midterm exam and a final term paper. All ancient sources will be read in translation.

Attributes: Diversity Requirement 2

HIS 3161-001

20th Century Europe

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

Dr. Paul Steege

War. Revolution. Sex. Drugs. Rock-and-roll. Twentieth century Europe encompassed a tumultuous array of often-contradictory social, political, and cultural forces that played a vital role in shaping the character of the contemporary world. Devastating violence killed millions but unprecedented peace and prosperity ushered in new opportunities of social stability and mass consumption; utopian political ideologies battled for the political future while consecutive youthful generations experimented with new forms of popular culture.

This course will explore these diverse experiences of optimism and pessimism, destruction and opportunity, focusing in particular on how “ordinary” Europeans experienced this history. Topics may include the shifting experience of war at home and on the front; pop culture from the jazz age to techno (including a look at cultural life behind the Iron Curtain); urban industrial society and soccer culture.

Students will explore a variety of readings (including at least some fiction), a wide range of images, and a handful of films. There will be one midterm and one final examination, and several short to medium-length writing assignments.
This course seeks to understand contemporary Russia through an examination of the country’s recent history. From the rise of Joseph Stalin in the early Soviet period to the Putin regime of the 21st century, this course assesses the political, ideological, economic, social and cultural transformations in Russia and the Soviet Union since the death of Vladimir Lenin. We begin with an in-depth analysis of Joseph Stalin and the repressive system he perfected during the two decades of his rule. We will continue our analysis through World War II, the so-called thaw of the Khrushchev years, the basis and contours of the Cold War with the United States, the economic and political stagnation of the Brezhnev era, and the period of Gorbachev’s reforms. This course will seek to understand how the Soviet Union fell apart, how it tried to refashion itself in the 1990s and how Putin was able to rise from anonymity to become the most celebrated and authoritarian leader in Russia’s recent past. While political history will constitute a large part of the course, culture and the lived experience of being “Soviet” and “Russian” will form constant themes of inquiry.

Attributes: Russian Area Studies

Starting with the decline of the Ottoman Empire and ending with the rise of al-Qaeda and ISIS, this course introduces students to the salient historical processes of change within the modern Middle East, such as nation- and state-building, imperialism and colonization, modernization, nationalism, independence and the rise of political Islam. Relying predominately on one major text, but also drawing on a number of primary sources, students will be asked to consider how history and power have operated in the modern period in the attempt to answer the question of whether or not the Middle East is indeed “historically exceptional” in its regional development. Reoccurring questions that students will interrogate include: How has the Middle East historically modernized? Did modernization mean westernization? Was western European imperialism a catalyst of progress or paralysis for the region? Once independent, what kind of challenges did the region face? What role did the West play in helping or hurting state building? Bearing these questions in mind, student groups at the end of the semester will present a historical explanation of four major political conflicts in the region: the Arab-Israeli Conflict, the Iranian Revolution, political Islam in Algeria and the Gulf War.

Attributes: Arab and Islamic Studies, Diversity Requirement 3

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: Diversity Requirement 1, Diversity Requirement 3
HIS 4499-002  The Development of the Global Economy Since 1870
T R 2:30-3:45 p.m.
Fr. Craig McMahon
This course provides an overview of the development and integration of the global economy since 1870. The course introduces students to a variety of themes and topics including technological change, mass production, economic convergence and divergence, inequality, demographics, international trade, international monetary systems, migration, and financial crises. By the end of the course, students should be able to understand the historical complexity of economic development and globalization including cultural, political, and economic factors.
* No prior knowledge of economics or finance is necessary. *

HIS 4620-001  20th Century Military History
M W 4:30-5:45 p.m.
Dr. Joseph Casino
This course involves an investigation of the causes, nature, and legacies of the major wars of the 20th century. The cultural, political, and social backgrounds of the combatants will be explored, as well as the civilian “home front.” Of course, the two world wars will be featured because of their magnitude and cost, but some consideration will also be given to more limited conflicts like those in Korea, Vietnam, Iran-Iraq, and Bosnia. Military concepts, like total war, limited war, guerrilla war, asymmetrical war, and protracted war, will inform all of our discussions. Lessons learned, or not learned, will be examined. Strategic concepts of the times are a significant part of our understanding of these wars; and, at the tactical level, we will look at the importance of geography, terrain, technology, morale and leadership.

HIS 5001-001  Junior Research Seminar
M W 1:30-2:45
Dr. Cristina Soriano
This junior-level research seminar, which is restricted to History majors, is intended to provide students with an introduction to historical theory and methods, historiography, primary-sources research approaches, interpretive analysis, and writing, on the basis of an in-depth study of a particular topic in the historical literature. Our topic will be the Atlantic World, 1500-1850. In this course students will be able to develop a deeper understanding of major events/issues/themes of Atlantic World History from a variety of methodological and interpretative approaches. Therefore, in one hand this course will give students the opportunity to discuss different historical approaches to understanding the Atlantic world, uncovering the political, economic, social, and cultural reverberations of the triangular relation between African, Europe, and the Americas. On other hand, through this course students will get training on research and analytical skills: learning to evaluate primary evidence, researching in digital or local archives, and framing their arguments and analysis in relationship to the existing scholarship. Throughout the semester, students will complete a number of in-class exercises, short assignments, research practicum, and papers that will help them to build the final project: a draft for a historical research project.
Attributes: A&S Research Requirement

GIS 5011-001  GIS Select
M W 3:00-4:15 p.m.
Dr. Cristina Soriano, Dr. Samer Abboud
This new course on Global Interventionism(s) examines the structure and the history of relations that emerged between global modern empires with Latin America and the Middle East at the end of the nineteenth century and during the twentieth century. In this course, interventionism is understood in a broad sense as a complex process that entails different political, military, economic, social and cultural strategies of domination and control that allow a country to
interfere in other country’s internal affairs, violating its sovereignty. In this course, we will analyze how interventionism can take many forms, each of them corresponding to different geopolitical understandings, policy structures, and each following a diversity of operations and practices. In this way, we will explore different historical contexts and use interdisciplinary analytical frameworks to understand those political, military, economic, corporate, cultural, and humanitarian interventions that have taken place in the Middle East and Latin American during the long twentieth century, focusing on how each process have produced particular effects and relations of power between the countries involved.

Interventionism is an extremely complex topic that requires an interdisciplinary and global approach. Co-taught by a historian/anthropologist focused on Latin American and a political scientist with expertise in the Middle East, this course will offer students an ample theoretical/methodological framework to analyze different processes of intervention and its effects in different regions. The course will pay special attention to domestic and global contexts within which State leaders of imperial powers defined national economic, strategic, and ideological interests and their regional policy objectives, but the course will also explore the impact of these in the Middle Eastern and Latin American nationalist, anti-imperialist, class, gender, and racial struggles that often shaped policy outcomes, resisting imperialist agendas.

Attributes: Latin American Studies