

Department of History
Undergraduate History Course Descriptions
Spring 2020

HIS 1060-001

Topic: Islam and the West

T R 11:30-12:45 p.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 10:30–11:20 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 1065-002

Global Environmental History

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

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

Empire Tsars & Commissars

T R 1:30-2:45 p.m.

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 21st 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 1070-H01

HON: History of the British Empire

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

Attributes: Core History

HIS 1075-001

Topic: 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, Peace and Justice, GWS

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 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, GWS

HIS 1150-001

Topic: Transatlantic Revolutions in the Modern World

M W F 8:30-9:20 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

Renaissance Atlantic

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

Dr. Cristina Soriano

By looking at Africa, the Americas and Europe as equal partners in the emergence of the Renaissance Atlantic World, this course seeks to understand the forging of slavery in the Americas. The booming sugar plantations in the French and Spanish Caribbean, the economic development in Brazil and in

different regions of British America required the forced immigration of hundreds of people from Africa into the New World. Between the early sixteenth century and 1810, the Americas received about seven million African enslaved people. There is no doubt that slave trade and the slavery system profoundly shaped colonial American economies, culture and societies. From a transnational and a comparative perspective, this course will explore how the institution of slavery was established in the Americas during the sixteenth century, why the system took on different shapes, developed in different regions of the Americas and the Caribbean, and how the institution was eventually abolished by the last decades of the nineteenth century.

In this course we will discuss central themes of the Atlantic World related with the importation of African enslaved people and the establishment of the slavery system, such as capitalism and emancipation, colonialism and empire, rebellions and revolutions, gender and ethnicity, nationalism, racism and the legacy of slavery. These themes will be studied taking in consideration a variety of approaches and perspectives, from microhistorical studies to comparative and global ones, and it will pay particular attention to the sources and methodologies that have been used to recover the history of the enslaved people of the Atlantic world, especially of those whose voices have been historically silenced and neglected.

Attributes: Core History, Latin American Studies

HIS 1150-003

Topic: Transatlantic Revolutions in the Modern World

M W F 10:30-11:20 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 1150-004

Slavery in the Modern World

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

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 1150-005

Topic: Gender and Conquest

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, Gender and Women Studies

HIS 1150-006

Topic: Europe and the 18th Century World

T TR 10:00-11:15 a.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 1150-007

Renaissance Atlantic / Slavery in the Americas

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

Dr. Cristina Soriano

By looking at Africa, the Americas and Europe as equal partners in the emergence of the Renaissance Atlantic World, this course seeks to understand the forging of slavery in the Americas. The booming sugar plantations in the French and Spanish Caribbean, the economic development in Brazil and in different regions of British America required the forced immigration of hundreds of people from Africa into the New World. Between the early sixteenth century and 1810, the Americas received about seven million African enslaved people. There is no doubt that slave trade and the slavery system profoundly shaped colonial American economies, culture and societies. From a transnational and a comparative perspective, this course will explore how the institution of slavery was established in the Americas during the sixteenth century, why the system took on different shapes, developed in different regions of the Americas and the Caribbean, and how the institution was eventually abolished by the last decades of the nineteenth century.

In this course we will discuss central themes of the Atlantic World related with the importation of African enslaved people and the establishment of the slavery system, such as capitalism and

emancipation, colonialism and empire, rebellions and revolutions, gender and ethnicity, nationalism, racism and the legacy of slavery. These themes will be studied taking in consideration a variety of approaches and perspectives, from microhistorical studies to comparative and global ones, and it will pay particular attention to the sources and methodologies that have been used to recover the history of the enslaved people of the Atlantic world, especially of those whose voices have been historically silenced and neglected.

Attributes: Core History, Latin American Studies

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

Topic: US Black Freedom Movement

M W 4:30-5:45 p.m.

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.

Attributes: Core History, Africana Studies, Peace & Justice

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: Suffering and Progress in the Modern World

T R 4:00-5:15 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 1165-003

Topic: Commodities & Global Capitalism

T R 2:30-3:45 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

HIS 1165-005**Topic: The Black Death****M W 3:00-4:15 p.m.****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-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 Near East Civilizations****M W F 11:30-12:20 p.m.****Dr. Kelly 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 1250-001

Topic: Ancient Near East Civilizations

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

Dr. Kelly 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 1250-003

Topic: Citizenship in Ancient Greece

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

Dr. Eliza Gettel

The course will explore the lived experience of transformations in Athenian democracy across the 5th and 4th centuries BCE. Students will take up the perspective of a variety of individuals who lived in ancient Athens—both male voting citizens and those who did not formally have a voice in the state, including immigrants, women, and slaves. In excavating their perspectives, students will encounter a wide range of ancient historical sources, including the literary works of Plato, law court speeches, inscriptions, coins, and the archaeological space of the Athenian Agora. The two centuries covered in the course will introduce students to questions of change and continuity in Athenian society, since this period involved the dissolution of an Athenian empire and subsequent debates about the future of the state. It was not a given that Athens would go on to develop the sort of democratic institutions that have served as models for more modern governments. Through role-playing scenarios, students will confront and practice communicating the diversity of views that circulated within an Athenian assembly meeting in 403 BCE, after Athens lost to Sparta in the Peloponnesian War. In particular, students will grapple with questions that ancient Athenians faced about how open Athenian citizenship should be to outsiders and about whether or not pro-Spartan factions should be forgiven. Learning about the diverse experiences of Athenian democracy and Athens' contingent history will prepare students for the final component of the course. In the final weeks, we will consider how more modern groups have drawn on Athens as a model to advocate for a particular vision of society, including within contemporary op-eds. Students will therefore leave the course not only with an understanding of the complexities of studying Athenian democracy but also with the ability to think critically about its role in on-going conversations.

Attributes: Core History

HIS 1903-001

Internship Elective

TBD

Dr. Marc Gallicchio

Permission of Chairperson required.

BIO 1950-001

Topic: Egyptian Mummies & Modern Science

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

Dr. Kelly Diamond

This course focuses on the integration of Egyptology and Paleopathology. Aimed at students with minimal knowledge of these two fields, the initial lectures provide an introduction to the archeology, history, geography and living conditions of Ancient Egypt, and the medical background needed to understand the significance of findings in mummies.

The following part of the course will cover the religion of Ancient Egypt and funerary practices, including the significance of mummies. The scientific examination of mummies is a relatively recent phenomenon, starting in the late 19th century, with a marked expansion in the second half of the 20th century and continuing in the 21st with the application of modern technology such as computerized tomography and endoscopic guided biopsy. A dual focus is developed: the role of disease in its relationship to living conditions in Ancient Egypt how information derived from mummy studies provides information on the evolution of disease in humans.

HIS 2001-001

Investigating US History II

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

Fr. Joseph Ryan

This course will investigate the history of the United States from 1877 to the present. The goal of the course is to not only to enhance our understanding of United States history, but also to improve our ability to critically analyze evidence and arguments and constantly review, and revise as necessary, our understanding of history. Using primary source documents and scholarly texts, we will investigate the evolution of the nation's social, cultural, and political institutions, with particular emphasis on issues of economics, political ideology, race, class and gender. Throughout the course, we shall also emphasize process, that is, the sources and tools historians use in their discipline. Students will also gain a greater appreciation of historiography by examining some of the major questions which have occupied historians of this time period. As this course is writing enriched, there will be several writing assignments including a research essay based on primary sources. In addition, there will be two tests and a final exam.

HIS 2161-001

Revolutionary & Federal America

M W F 11:30-12:20

Dr. Catherine Kerrison

The Peace of Paris in 1763 concluded a titanic struggle involving Great Britain, France, and their Indian allies, from which Britain emerged with an empire enlarged by the additions of India and Canada. The colonists of British North America shared in the euphoria of this victory. But no sooner was the peace arranged, than problems began. This course delves into the many facets of the colonial uprising, beginning with the colonial background and tracing the path to revolution and nationhood. The voices of political theorists, legislators, soldiers, women, Indians, and enslaved blacks will inform our understanding of this formative period of American history. The themes that arise in this course continue to reverberate in our civic life today, making our study of this period all the more imperative. Through our discussions of primary sources, a monograph, and film, the class will debate the extent to which the Revolution was a movement of the people, and how Americans today claim its legacy. Required reading will include the document collection, Cynthia A. Kierner, *Revolutionary America, 1750-1815*.

HIS 2202-001

United States since 1945

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

Dr. Eugene McCarraher

This course will cover topics in U. S. history from the end of World War II to the present. Subjects covered will include U. S. foreign and military policy, changes in capitalism and consumer culture, transformations in race and gender relations, the varieties of political and ideological perspective, and conflicts in culture and religion.

HIS 2286-001

Irish-American Saga

M W F 12:30-1:20 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: Diversity I, Irish Studies, Peace and Justice

HIS 2294-001

History of Childhood

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

Dr. Judy Giesberg

Students will explore diverse experiences of childhood in America and Europe, from the seventeenth century to the present, beginning with the child-rearing practices of Native Americans and comparing them to Euro- and African Americans. We shall look closely at the nineteenth century “discovery” of childhood and consider how new ideas of childhood affected the experience of childhood. As we examine various conflicts over the definition of a proper childhood, we shall listen closely to the words of children and their parents and consider advice offered by a variety of Americans. Among the topics we will discuss are the invention of adolescence; child abuse and protection; child labor; compulsory schooling and immigrant assimilation; juvenile delinquency; age of consent; dating; children as consumers; and youth culture and rebellion.

Readings may include *Huckleberry Finn* and *Little Women*.

HIS 2993-001

History Internship

TBD

Chairperson

HIS 2292-001

Topic: African-American Women Since Emancipation

M W 1:30-2:45 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 federal abolition of slavery to the present day. This course begins from two core intellectual understandings: 1) African-American women’s history is United States history and 2) black women’s experiences and voices in the United States are not (and have never been) monolithic.

Therefore, we will explore the great diversity of experiences that African-American women have had over time and across lines of class, region, religion, and sexual orientation. Because a major goal of this course is to introduce students to the historian’s craft and encourage them to think as historians, we will read and analyze a host of primary and secondary sources, paying careful attention to who and what is

included and excluded. We will also examine how historians, filmmakers, novelists, painters, and others have interpreted the past, paying particular attention to how certain ideas, stories, and mythologies about black women's lives, bodies, and humanity have developed, evolved, and persisted in popular and scholarly discourses.

Attributes: Africana Studies, Cultural Studies, Diversity Requirement 1, 2

HIS 3017-001

The Roman Empire

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

Dr. Eliza Gettel

The Roman Empire was massive by the 2nd century CE: its provinces stretched from Britain to Egypt to Syria and beyond. This course explores the diverse lives and experiences of individuals who were touched by Roman power. We will read biographies of emperors, but we will also learn about queens who challenged Roman authority at its borders. We will meet massively wealthy individuals who lived in the provinces, as well as the farmers, soldiers, and slaves that lived alongside them. Case studies based on literary accounts as well as archaeological evidence will bring these individuals of the 1st to 3rd centuries CE back to life. Along the way, we will raise questions about how the Roman state handled the diversity of groups that fell under its hegemony and about how these groups in turn viewed Rome.

HIS 3202-001

Britain 1660-1815

T R 2:30-3:45

Dr. Craig Bailey

Over the course of the eighteenth century, Britain developed a political system that balanced the powers of the monarch and parliament, experienced relative domestic stability, and enjoyed rapid economic growth. Britain was becoming, for the first time, a major world power, its navy and mercantile fleet reached every corner of the globe, and as the spoils of war and conquest increased prosperity, the stage was set for the expansion of the British Empire in the nineteenth century.

But there were problems too in this so called "golden age." With political integration, for example, came fractures and tensions between the four nations of Britain (England, Wales, Scotland and Ireland) due to the resurgence of competing interests and identities. With the rewards of economic growth and empire came difficulties and setbacks (such as the war with the American colonies) that resonated deeply throughout British society. Prosperity was not enjoyed by all, inequality was rife, and empire was as much a source of anxiety for government and the people, as it was a source of pride and glory. By examining issues such as politics and crime, empire and colonies, and commerce and consumption, students in this course will become familiar with key historical debates and with the general terrain of British history in the "long" eighteenth century, with a particular focus on 1688 to 1815.

HIS 3216-001

Ireland since 1800

T R 11:30-12:45

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 3241-001

Revolutionary Russia

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

Dr. Lynne Hartnett

In 1917 Russia experienced a revolution that ultimately changed the course of the twentieth century and beyond. For decades political observers in the United States and Western Europe depicted the Bolshevik Revolution as an abrupt seizure of power by a small group of armed radicals. While this interpretation suggests an element of what transpired in Russia in 1917, it fails to convey the much more complex, turbulent, ongoing, and often bloody history of the radical movement and revolutionary Russia. This course seeks to right this oversight by expanding the conception of the Russian Revolution. We will begin by analyzing Imperial Russia as a state as it embarked on a series of so-called “Great Reforms”. We will examine the issues and personalities that made Russia ripe for revolution and the various radical groups that threatened the Tsarist state. Instead of looking at the Bolshevik Revolution as the culmination of the revolutionary process in Russia, we will place October 1917 within the continuum of revolution and explore how the Soviet leadership from Lenin to Stalin attempted to transform all aspects of the country in order to create the Soviet Union and the new order of Soviet citizen. The course concludes with Stalin’s “revolution from above”, the Great Purges, and the looming threat posed by Nazi Germany.

Attributes: Peace and Justice, Russian Area Studies

HIS 3995-001**Topic: Robin Hood****M W 1:30-2:45****Dr. Rebecca Winer**

What do Errol Flynn, an animated Fox, and King Richard the Lionheart have in common? They are all part of a twenty-first-century American’s view of the greatest of medieval heroes: Robin Hood! To us he was England’s greatest archer, a noble outcast, and a constant friend of the poor and downtrodden. But was there was a “real” Robin Hood? And, if so, when and where did he live? The twelfth or the fourteenth century or even the fifteenth? In Sherwood Forrest or elsewhere? If not, does it matter if his legend is “true”? Why? Might we instead ask how and why the Robin Hood story has been retold? What has it meant to listeners, readers, and TV and movie viewers in different times and places? We will explore the medieval origins of the Robin Hood legend and trace it through the centuries culminating in the movies, games, and novels of our own time. Key historiographical questions we will ask include: How and why does the figure of Robin Hood change over time? What can reading Robin Hood stories from different times and places reveal about what the storytellers valued and found heroic? What is the function of outlawry and the outlaw in these narratives and how do they represent the political process and social climate? To what extent does the figure of the outlaw actually speak to the voices and concerns of common people?

HIS 4330-001**Modern China II, 1912-Present****T R 11:30-12:45 p.m.****Dr. Andrew Liu**

This course narrates the social, cultural, and economic dimensions of change in China from the end of the last Chinese Empire down to the current People’s Republic of China. It emphasizes how people living in China — different groups, who spoke different languages, men and women, young and old — experienced massive transformations and how they tried to grasp the world around them. A key thematic emphasis is that historians now believe that China was more connected to the rest of the globe than previously imagined, and also that this was the key period in which people in China became more deeply aware of their place in the world.

The first few weeks shall focus on the last empire in China, the Qing empire, which ruled from 1644-1911. The remaining months will focus on changes in the twentieth century, starting with the Republican Era (1912-1949), the outbreak of war with Japan (1937-1945), the era of rule under Mao Zedong (1949-1976), and the period of Communist reform and opening from the 1980s onward.

HIS 4365-001

Modern India and Pakistan

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

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 4499-001

Topic: Global Economy since 1879

T R 2:30-3:45

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 historical themes and topics, including international trade, technological change, mass production, inequality, gender economics, and migration. We cover the West's "Golden Age of Economic Growth" and alternative systems adopted by the USSR, China, and certain African countries.

* This course is open to all majors. No pre-existing knowledge of economics is required.

HIS 4620-001

20th Century Military History

T R 8:30-9:45 a.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 4996-001

Topic: Sexuality and the Third World

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

Dr. Hibba Abugideiri

This new course offers an introduction to the study of sexuality through the lens of Third World feminist theory. What is sexuality? Why is it worth studying? What does the study of sexuality tell us about society and societal change? About power and its uses and abuses? We will spend the first couple of weeks of the semester familiarizing ourselves with the field of Third World feminism (also called transnational feminism) as a theoretical basis for answering these basic yet foundational questions. We will then turn to key issues within feminist theory – including the sex/gender debate, sexual desire and the body, and the construction of masculinity and femininity, among others, as they are expressed in different geographical settings, including the Middle East, Africa, South Asia and the United States. As we explore issues of sexuality, this course very directly takes up the question of power and its disparities by examining how sexuality has been a historical site on which all sorts of social inequities, not just gender ones, have been constructed, reproduced and maintained. Therefore, along with gender, we will also attend to how issues of sexuality intersect with race, class, imperialism and the nation/state. Equally

central to our investigation of power are questions of cultural difference and how we understand them as we compare how non-western societies express sexuality similarly or differently than the more familiar cultures of western societies.

Attributes: Diversity 2, 3

HIS 4498-001

History and Sustainability

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

Dr. Whitney Martinko

This course will explore the ways in which historical thinking and historical knowledge are critical components of building environmental, social, and economic sustainability today. Course learning goals aim to cultivate the Core competencies of historical thinking outlined by the American Historical Association's Tuning Project and the National Council on Public History's Code of Ethics as well as working knowledge of the Three Pillars of Sustainability outlined by the United Nations General Assembly. This course aims to foster the growth of historical knowledge, research, analysis, and communication to inform projects of sustainability today.

Course readings will cover topics in sustainability studies that include renewable energy generation; production, consumption, and waste of goods and food; climate change and population displacement; travel and (eco-)tourism; and sustainable urban development, including green architecture, pollution, and gentrification. Assignments will explore how historians use practices of creative placemaking to raise environmental consciousness; how wind and solar power as well as climate change can threaten tangible heritage and historic landscapes; how oral historians can help mitigate the effects of displacement; how historic sites can cultivate new methods of urban farming and environmental recreation to strengthen local commitments to place; and how studies of historical craft and material life cycle analysis can reduce waste. Students will participate in a campus Teach-In during Earth Week in late April.

HIS 5001-001

Junior Research Seminar

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

Dr. Judy Giesberg

This class will explore diverse experiences of childhood in America, from the seventeenth century to the present. Our goal is to understand how the experience of childhood is determined by race, class, and gender. The childhoods experienced by members of marginalized groups have often been taken for granted or denied outright. And within privileged groups, the "protection" extended to children has deprived children of their own voices, denied them agency.

As we examine various conflicts over the definition of a proper childhood, we shall listen closely to the words of children and their parents and consider advice offered by a variety of Americans. We will discuss a variety of topics concerning the history of childhood, including: the invention of adolescence; child abuse and protection; child labor; compulsory schooling and immigrant assimilation; juvenile delinquency; age of consent; dating; children in the movies; children as consumers; and youth culture and rebellion. As we follow changing and competing ideas about children, we will consider a wide range of materials, including conventional sources such as autobiographies and advice literature and more unusual sources such as photographs, children's films, toys and games, comic books, and children's literature.

Attributes: Diversity 1, 2

HIS 5501-001

Seminars in Historical Methodology

M W 4:30-5:45 p.m.

Dr. Paul Rosier

This seminar offers history majors an opportunity to conceive, plan, research, and write an article-length essay of 20-25 pages based on primary source materials. The course is organized around the theme of social movements, American and non-American. We will spend class-time discussing historiographical and methodological trends in social and political history, the how-tos of archival research, and the construction of arguments, as well as critiquing fellow students' work. Our diverse objectives include: examine the multiple sites where historical sources are found; gain a perspective on the construction and the politics of archives; develop empathy for historical actors and the choices confronting them; and, more generally, hone our research, critical thinking, presentation, and writing skills.

Attributes: Writing Intensive Requirement

HIS 5515-001

Permission of Chairperson required

Restrictions: Sophomore, Junior, Senior Majors only

Independent Research