

**Department of History**  
**Undergraduate History Course Descriptions**  
**Fall 2021**

**HIS 1060-001**

**Islam and the West**

**T R 10:00-11:15 pm**

**Dr. Hibba Abugideiri**

This core history 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 equally changing 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 and why? Does “the West” presume certain cultural values not found in “the East”? When and where did “the West” 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 am**

**Fr. Joseph Ryan**

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

*Attributes: Core History*

**HIS 1065-002**

**Topic: Global Environmental History**

**T R 1:00-2:15 pm**

**Dr. Paul Rosier**

Together we will analyze: the historical roots of our contemporary environmental crisis: 20<sup>th</sup> century environmental movements in the United States and around the world; international climate meetings from the 1972 U.N. Conference on the Human Environment to the 2016 Paris Agreement; corporate efforts to capitalize on the public’s demand for environmental protection via both greenwashing and sustainability solutions; the environmental factors of ethnic and political conflict in Africa, China, India, Latin America, and the Middle East; a range of global sustainability movements, including religious/interfaith movements (incorporating documents on Catholic Social Teaching and Stewardship); and other relevant topics. The coda of the course examines the political, economic, moral, social, cultural, and agricultural dimensions of global sustainability programs in the 2000s and 2010s. We will also consider, more generally, issues of gender, race, and class; 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*

**HIS 1070-001**

**Topic: British Empire**

**M W 1:30-2:45 pm**

**Dr. Elizabeth Kolsky**

This core course explores the history of the British Empire emphasizing a perspective “from below.” At its height, Britain controlled territories inhabited by more than half a billion people and was the undisputed master of the seas. With a colony on every continent, Britain’s Empire was so vast that as the saying went, the sun never set on it. In this course, we will simultaneously examine the history of the British empire and ask questions about how we know what we know about the past. We begin with the colonization of Ireland and follow the rise and of the British Empire in North America, Asia, Australia, and Africa. Emphasis in the course will be placed on: how and why Britain acquired such an enormous global empire; how empire was justified; the effects of colonial rule on the people and places who lived under it; the responses of colonized people to foreign domination; struggles for independence; and the legacies of empire today.

*Attributes: Core History*

**HIS 1075-001**

**Topic: Significance of Race in America**

**T R 10:00-11:15 am**

**Dr. Angelo Repousis**

Why were relations between Native Americans and whites violent almost from the beginning of European settlement? How could slavery thrive in a society founded on the principle that "all men are created equal"? How comparable were the experiences of Irish, Jewish, and Italian immigrants, and why did people in the early 20th century think of them as separate "races"? What were the causes and consequences of Japanese Americans' internment in military camps during World War II? Are today's Mexican immigrants unique, or do they have something in common with earlier immigrants?

This course deals centrally with the social process by which societies create racial and ethnic groups and define their place in relation to other racial or ethnic groups. Because the emergence of racial and ethnic groups is a historical process, the course will examine American history from the colonial period to the present in order to understand the changing ways that Americans have viewed each other and divided into groups. In short, the course will be rooted in specific processes in American history but will examine how America formed groups that are given power and prestige, recognized as "real" Americans, discriminated against, marginalized, enslaved, or killed.

*Attributes: Core History*

**HIS 1075-100**

**Topic: Global Women and Daily Life**

**M W 6:00-7:15 pm**

**Gina Talley**

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

*Attributes: Core History, Peace & Justice*

**HIS 1150-001**  
**M W F 9:30-10:20 am**  
**Dr. Emil Ricci**

**Topic: Transatlantic Revolutions in the Modern World**

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and the Kingdom of 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 issues: (1) how historians have interpreted these movements, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

*Attributes: Core History*

**HIS 1150-003**  
**M W F 11:30-12:20 pm**  
**Dr. Emil Ricci**

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*Attributes: Core History*

**HIS 1150-004**  
**T R 2:30-3:45 pm**  
**Dr. Craig Bailey**

**Topic: Europe in the 18<sup>th</sup> Century World**

This course uses Europe, and the particular case of Britain, to explore the complex geographies, dynamics and parameters of an emerging global world. By examining a range of social, cultural, political and economic interactions between Europe and other parts of the world throughout the early modern period, we will critique prevalent assumptions that Europeans were the sole or even primary creators of the modern world we now inhabit. Considering the perspectives of European writers who never left home, the experiences of travelers who ventured beyond Europe, and the ways in which people in other parts of the world viewed Europe and

Europeans, we will discover how the so called “Age of Discovery” changed Europeans as well the peoples they encountered. Points of contact, the moments of exchange, shaped these “global lives” and in turn, those lives shaped history and the world. We might think of this approach as “de-centering” the early modern world, one that allows us to view aspects of the “global” in the making, a process that we are still grappling with today.

*Attributes: Core History*

**HIS 1155-001**

**Topic: Across the Pacific: US and Asia, 1776-Present**

**M W F 10:30-11:20 am**

**Dr. Marc Gallicchio**

In this course we explore the history of American involvement in East Asia, with special emphasis on relations between the United States, Japan, and China. Throughout the course we will discuss formal diplomacy, but we will also study the activities of private citizens in shaping the relationship between these countries. Topics include the origins of the China trade, opening of Japan to the West, immigration, the Pacific and Korean Wars and contemporary issues in the region. One of our goals is to integrate the history of the United States with the history of modern East Asia. We will also seek to develop an understanding of how history shapes the relations between these three countries in the twenty-first century.

*Attributes: Core History, Asian Studies*

**HIS 1155-002**

**Topic: American Empire**

**M W 4:30-5:45 pm**

**Dr. Eugene McCarraher**

Should Americans think of the United States as an empire? Our economy, our conception of “freedom,” and our everyday lives have all depended on empire, but there has also been a long current of anti-imperialism in American culture. With readings ranging from Locke, William Penn, Chief Powhatan, Emerson, and Melville to Che Guevara, Martin Luther King, Jr., Fukuyama, and Friedman, this course considers the historical role of empire in our personal and social lives.

*Attributes: Core History*

**HIS 1155-003**

**Topic: America in the Age of Revolution 1775-1848**

**T R 8:30-9:45 am**

**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 discuss 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 1155-004**

**Topic: U.S. Black Freedom Movement in Global Perspective**

**T R 1:00-2:15 pm**

**Dr. Theresa Napman-Williams**

When Dr. 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, Peace & Justice, Africana Studies*

**HIS 1155-005**

**Topic: Black Freedom Struggle from**

**M W F 11:30-12:20 pm**

**Emancipation through the Civil Rights Movement**

**Dr. William I. Horne**

This course examines the Black freedom struggle in the U.S. from abolitionist and anti-slavery organizing of the 19th century through the civil rights movements of the 20th century. Readings will explore the tactics of Black activists and the varying strains of Black thought as well as the systems of governance they critiqued.

*Attributes: Core History*

**HIS 1165-001**

**Topic: Global Migration**

**M W F 12:30-1:20 pm**

**Fr. Joseph Ryan**

This course will explore the impact of global migration in human history from ancient times to the present day. We will look at how migration shapes world societies. Our approach will be interdisciplinary. The issue of globalization is central to the course. A global capitalist economy shapes migration today and the choices of people who migrate. Gender and multiculturalism both play an important role in shaping migration. We will look at theories of migration such as transnational migration, acculturation, and incorporation. We will also look at forced migration, human trafficking, war, revolutions, and genocide and how they shape migration up until the present day. We will look at the role of religion in migration with a focus on Islam and Christianity. Case studies will be used to explore the past. We will use primary sources and secondary literature in our course of study. There will be three exams and a ten-page research paper.

*Attributes: Core History, Peace & Justice*

**HIS 1165-004**

**Global Africa I**

**T R 8:30-9:45 am**

**Dr. Maghan Keita**

Global Africa I is intended to seriously engage the student in the thematic notion of Africa as a global phenomenon historically, from the Biblical/Classical period through the opening of the medieval (c. 800 BCE-476 CE). This is to be achieved through the critical examination of Africa and its diasporas. Fundamental to this exercise is the willingness to interrogate what is assumed to be known, and to always question the familiar. The course challenges conventional notions of History and how History is done. Focused encounter with primary sources will serve as the basis for a set of reflective arguments by the student that will 'place' Africa, Africans, and the cultures of African peoples in the world as agents of that world's construction. These arguments are to be based on serious analysis of the primary works supported by secondary materials. The goal,

here, is the demonstration of an argument that bears witness to informed judgment substantiated by an array of evidence.

*Attributes: Core History, Africana Studies*

**HIS 1165-003**

**Topic: History through Travel**

**T R 11:30-12:45 pm**

**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.

*Attribute: Core History*

**HIS 1165-004**

**Topic: Commodities and Global Capitalism**

**T R 2:30-3:45 pm**

**Dr. Andrew Liu**

This course asks: what is a commodity, and why have commodities been so ubiquitous in the This course asks: what is a commodity, and how can commodities help us understand the social system we call "capitalism"? In doing so, the course will try to weave together complex narratives of human interaction by emphasizing 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. After fall break, we will discuss the birth of the modern industrial world by looking at cotton: the most important commodity of the nineteenth century. And then we will look at the new shape that commodities have taken on in the twentieth and twenty-first century eras of finance.

At the end of the course, we will also have student presentations, during which each student will talk about an individual commodity, the history of which they have personally researched and will narrate for the class.

*Attributes: Core History*

**HIS 1165-DL1**

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

**TBA**

**Dr. Lawrence Little**

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

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

**HIS 1165-DL2****M 8:00-9:30 pm****Dr. Angelo Repousis**

Are we living in a time of global crisis? This course will provide you with the tools you need to find out. The course focuses on world politics over the past century, up to today. We will examine a number of key global problems as they have changed over time. We will adopt an historical approach, which means we will read texts and documents about the past as a way to understand the present. Together we will explore debates like: Is America an empire? What is ideology and is it a factor in world politics today? What role do diplomacy, strategy, and military power play in world affairs? How have non-western peoples and states challenged the power of the West, and with what results? What are the roots of ethnic and religious conflict? And what can we as citizens do to address truly global problems? Drawing on examples from 20th century world history, this course introduces you to world politics and the great debates of our time.

*Attributes: Core History, Distance Learning, Fast Forward Course*

**Topic: Global Problems****HIS 1165-H01****M W 3:00-4:15 pm****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, discussion, and a semester-long research project, 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, Honors Seminar*

**Honors: Suffering and Progress in the 20<sup>th</sup> Century****HIS 1250-001****M W 1:30-2:45 pm****Dr. Kelly Diamond**

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1550 BCE to the end of the Babylonian Empire and the Persian conquest (ca. 539 BCE). 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.

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). Special attention will be paid to the role of the king and the ideology of kingship.

This course will include a map quiz, a midterm and final exam, a seminar presentation and four response papers. All primary sources will be read in translation.

*Attributes: Core History*

**Topic: Ancient Empires****HIS 1250-002****M W 3:00-4:15 pm****Dr. Kelly Diamond**

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1550 BCE to the end of the Babylonian Empire and the Persian conquest (ca. 539 BCE). 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

**Topic: Ancient Empires**

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*Attributes: Core History*

**HIS 1250-002**

**Topic: Ancient Citizenship**

**M W 3:005-4:15 pm**

**Dr. Eliza Gettel**

This course explores how ancient Mediterranean societies thought about citizenship. We will travel back in time to ancient states, such as Sparta, Athens, and Rome. Some important questions we will ask are the following: How inclusive or exclusive was citizenship in these states? How did voting and elections work? What was life like for those who did not have a formal voice within the state, including women, immigrants, and enslaved persons?

A major feature of this course is a historical role-playing scenario. You will step into the sandals of a real Athenian citizen who lived in 403 BCE, after Athens lost to Sparta in the Peloponnesian Wars. How will Athens move forward? Will it embrace democracy, rule by many, or oligarchy, rule by few? It is up to you! Ultimately, learning about dynamics of ancient citizenship will empower you to critique and practice how ancient states can be used as models in modern debates.

*Attributes: Core History*

**HIS 1903-001**

**Internship Elective**

**TBA**

**Dr. Whitney Martinko**

**Permission of Director of Internships required**

**HIS 2000-001**

**Investigating U.S. History I**

**M W 4:30-5:45 pm**

**Gina Talley**

This course will introduce you to some of the most central questions in United States history. The enduring question for the semester will deal with a dilemma that has proved a struggle for all Americans, from the colonial era to the present: what does liberty mean and who has a right to the freedoms associated with liberty? Additionally, how do ideas about liberty intertwine with the rights of citizenship? We will consider the perspectives of early colonists, "Founding Fathers," women, abolitionists, slaveholders, and the enslaved. We will consult primary documents and secondary historical sources. We will read these sources, interpret their meanings, and create our own analysis. Together, we will explore how historians use various sources to construct historical narratives. Particular focus will be given to the lived experiences of race, ethnicity, class, region, and sexuality.

**HIS 2265-001**

**American Military History**

**M W F 8:30-9:20 am**

**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 2274-001**

**History of American Medicine**

**M W F 10:30-11:20 am**

**Fr. Joseph Ryan**

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

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

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

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

**HIS 2993-001**

**History Internship**

**TBA**

**Dr. Whitney Martinko**

**Permission of Director of Internships required**

**VIA 3040-001**

**Global Soccer**

**M W R 12:30-1:20 pm**

**Dr. Bret Myers / Dr. Paul Steege**

This course focuses on a single subject of analysis, global soccer, and develops students' abilities to understand that subject by utilizing two distinct disciplinary approaches: history and data analysis. Soccer is a global phenomenon whose historical evolution has coincided with many of the social, political, and cultural developments that have come to define the modern world; more recently, soccer teams and leagues have increasingly joined other sports organizations using data analytics in an effort to improve athletic performance and team results.

- Working with real-life data drawn from a variety of archives and statistical datasets, students will use their investigation of soccer as a means to cultivate a deeper awareness of the global cultures in which the game is played.
- By utilizing historical and data analytics approaches, students will gain a new appreciation for the ways that soccer can serve as a lens with which to explore key issues facing the world today.

Finally, this course will emphasize the degree to which data analysts and historians are necessarily storytellers, and it will work with students to develop their abilities to tell diverse stories effectively.

**HIS 3095-001****Topic: Ancient Doctors and Diseases****M W 1:30-2:45 pm****Dr. Eliza Gettel**

We will step into the sandals of ancient Greek and Roman doctors and their patients. Ancient societies did not have the ability to study microbes in the way that we do. They also did not have standardized medical training, nor access to vaccines, pain killers, or antibiotics. Therefore, how did Greeks and Romans think diseases spread? How did doctors figure out ways to treat diseases? We will meet famous ancient medical writers, including Hippocrates, Aristotle, and Galen, and we will explore the archaeological record for clues to these questions.

Greek and Roman doctors were also on the frontlines of epidemics of the ancient world, such as the plague that struck Athens in 430 BCE and the Antonine Plague that crippled the Roman Empire in the 2<sup>nd</sup> century CE. These epidemics had lasting effects on Athenian and Roman society. Therefore, exploring the history of medicine and disease will be our entry into other aspects of ancient Mediterranean society, including gender, religion, athletics, economics, war, and leadership.

**HIS 3233-001****Hitler and Nazi Germany****M W R 10:30-11:20 am****Dr. Paul Steege**

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

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

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

**HIS 4195-001****Topic: Medieval West African Empires****T R 10:00-11:15 am****Dr. Maghan Keita**

Many believe that the Lion King is simply a Broadway musical or a Disney animation, or a Beyoncé remix meant to enthrall the public with the fantastic—something never to be imagined. Well, IMAGINE, just for the moment—or a semester—that the Lion King is NOT about singing animals but based on the history of the rise of medieval West African states with global sway. Medieval West African Empires is an exploration of the cities, city-states, trade routes, kingdoms, and empires that dominated West Africa for hundreds of years before the Eighth Century, CE and well into the period conventionally referenced as the Renaissance. This West Africa was known throughout the world and recognized for its role in it. This presence will be the subject of this course.

The course challenges conventional notions of Africa and its Histories. Focused encounter with primary sources will serve as the basis for a set of reflective arguments by the student that will place Medieval West Africa within the world as an agent of that world's construction. These arguments are to be based on serious analysis of the primary works supported by secondary materials. The goal, here, is the demonstration of an argument that bears witnessed to informed judgment substantiated by an array of evidence.

*Attributes: Africana Studies*

**HIS 4320-001****Modern East Asia I****T R 11:30-12:45 pm****Dr. Andrew Liu**

This course explores the modern history of the east Asia region, from the late 19th century until the mid-20th century. In particular, we look at the linked histories of China, Japan, the Korean peninsula, Taiwan, Hong Kong, as well as broader connections to the rest of the Asia-Pacific and the United States. We begin with the first Sino-Japanese War (1894-1895), which united the fates of many of these regions for the first time in modern history. Then, we explore revolution in China, colonialism in Korea, Taiwan, and Hong Kong, and the rise and fall of the Japanese empire. We end with the Korean War, which inaugurated a new era of Cold War divisions and permanent U.S. military presence in the region. Along the way, we will focus on questions of social life under empire, cultural and literary traditions, and economic and military expansion in the region. This course is the first of two parts. Modern east Asia II, from the Korean War until the present, will be offered in spring 2022.

*Attributes: Diversity Requirement 3, Asian Studies*

**HIS 4995-001****Topic: Slavery and Pre-Atlantic Slave Trade****T R 2:30-3:45 pm****Dr. Rebecca Winer**

This course focuses on the history of global slavery from the late Roman Empire to the rise of the Atlantic slave trade. We will analyze some distinctive systems of slavery that existed in the Islamic world, Asia, Africa, and the pre-Columbian Americas and the effects of differing legal and economic possibilities for manumission, racist ideologies, and stereotypes about the enslaved. Legal and cultural regulations of the sexuality and motherhood of enslaved women were integral to slavery and we will examine how slavery shaped women's lives. We will compare the different legal justifications for slavery (slavery and war, crusade, religious tensions, and "just sales") and the economics of how and why slavers/traffickers and purchasers benefitted from the reduction of human beings to chattel. The global approach allows us to explore which, if any, aspects of slavery were inherent to slavery as an institution; and which features of different systems of slavery were particularly oppressive and why. This is important background to the history of slavery in the Antebellum North American South because the institution here in the United States embodied many of the most soul-destroying aspects of what slavery can be. Pre-modern global slavery is also important because slavery still exists and the ideologies around it still cloud the way that many view sex-trafficking and human-trafficking today.

*Attributes: Diversity Requirement 3, Peace & Justice*

**HIS 4996-001****Topic: Sexuality and Third World Feminism****T R 1:00-2:15****Dr. Hibba Abugideiri**

This 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? About ourselves? 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.

**HIS 4998-001****M W 3:00-4:15 pm****Dr. Whitney Martinko**

This course will explore how historical thinking and historical knowledge are crucial for building environmental, social, and economic sustainability today. 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 such as climate change and environmental justice; Indigenous models of sustainability; food sovereignty and the rights of nature; pollution and waste studies; “green” capitalism and secondhand economies; infrastructure maintenance and historic preservation; and sustainable urban development and gentrification. The class will take two required field trips to Philadelphia: one to the Fairmount Waterworks Interpretive Center and one to Bartram’s Garden. Students will complete a final research project on a topic and in a format (paper, poster, podcast, etc.) of their choosing. No pre-requisites or prior knowledge required; just come ready to read, think, and talk.

*Attributes: Peace & Justice*

**Topic: History for Sustainability****HIS 5001-001****T R 4:00-5:15 pm****Dr. Paul Rosier**

This seminar offers junior history majors an opportunity to develop the key elements of an article-length essay based on primary source materials that will be the major assignment of the senior seminar in historical methodology: HIS5501. The course is organized around the theme of 1960s social movements, American and non-American. We will ‘make sense of the 60s’ via primary documents, memoirs, historiographical reviews, and short essays. We will spend class-time discussing historiographical and methodological trends in the social, cultural, and political history of the 1960s, the how-tos of archival research, and the construction of arguments. We will also devote part of our class-time to peer review of fellow students’ work as part of our collaborative agenda to improve our writing and presentation skills. Our objectives include: develop empathy for historical actors and their diverse perspectives on social change; design and write a historiographical essay of 10-12 pages; improve our book reviewing skills; think broadly of what constitutes a historical source; and enjoy the journey.

*Attributes: A&S Research Requirement*

**Junior Research Seminar****GIS 5011-002 Interdisc Studies****T R 1:00-2:15 pm****Dr. Joseph Lennon / Dr. Lynne Hartnett**

At the height of the British Empire, London became a hub for activists from many social justice movements, including Russian revolutionaries, women’s suffragists, and Irish and Indian anti-colonialists. At the same time issues of gay rights began to emerge in public discourse. Public debates around homosexuality emerged during the very public trials and convictions of Oscar Wilde and Roger Casement and women rights advocates advocated new visions of womanhood. Against a backdrop of political agitation, authors wrote about revolutionaries, saboteurs, and exiles in late nineteenth- and early twentieth-century London. This team-taught course dives into history and literature, tracing how literature and media explored these issues while debating strategies of violence and passive resistance, including bombing campaigns, the boycott, the hunger strike, and a range of publicity stunts or “outrages.” Within the pages of the periodicals such as *Free Russia* and *Votes for Women* and in novels and plays, we will discover this age of foment. Authors include residents of London such as Joseph Conrad, Mohandas Gandhi, Sylvia Pankhurst, W.B. Yeats, Sarah Grand, H.G. Wells, and Peter Kropotkin.

*Attributes: Irish Studies, Peace & Justice, Russian Area Studies, History, English*

**Topic: Networks of Revolution:  
Irish, Indian, and Russian Revolutionaries in London**

## **Seminars in Historical Methodology**

**HIS 5501-001**

**T R 4:00-5:15 pm**

**Dr. Lynne Hartnett**

Throughout the semester students will fine-tune the skills they learned in previous history courses. They will engage the practice of history and learn about historiography and its development in Modern History. Students will identify, locate, and explore primary and secondary sources on a topic of their choice to produce an article-length research paper of original scholarship.

*Attributes: Writing Intensive Requirement*