

Department of History
Undergraduate History Course Descriptions
Spring 2021

HIS 1060-001

Topic: Islam and the West

T R 12:45-2:00 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.

Attributes: Core History, Arab and Islamic Studies, Peace and Justice, Service Learning, Distance Learning

HIS 1060-002

Topic: Medieval Britain and Ireland

MWF 12:40-2:30

Dr. Rebecca Winer

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

Attributes: Core History, Irish Studies, Distance Learning

HIS 1065-001

Topic: The History of Disease

M W F 9:10-10:00 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, Simulcast Format

HIS 1070-001**Topic: Land of the Tsars and Commissars****T R 9:35-10:50 a.m.****Dr. Lynne Hartnett**

If you ever thought that Russia was no longer a significant force in world affairs, the last few years should have you reconsidering things. Russia is no longer the Soviet Union that your grandparents feared. It is no longer the country aspiring to democracy that your parents remember from the 1990s. So, what is it? To answer that question, we need to examine Russia's past. To fully comprehend Vladimir Putin's Russia and its regional and global aspirations, we need to study the history not only of Russia but also of the Russian Empire. By charting the history of the Russian and Soviet Empires since the 18th century, we will gain a better sense of the Russia of 2021.

Over the semester, we will examine 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, Ukraine, Central Asia, the Caucasus, Eastern Europe, and various places in between. This course explores how the institutions and exercise of power affected individuals within the Russian Empire and their immediate neighbors. We will examine the role of ideology, religion, and nationality in Russian rule and assess how the state interacted with society. In the process, we will consciously consider questions of ethnicity, class, and gender.

Attributes: Core History, Distance Learning

HIS 1075-001**Topic: Global Women and Daily Life****M W 5:00-6:15 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, Gender and Women's Studies, Distance Learning

HIS 1075-002**Topic: Significance of Race in America****T R 11:10-12:25****Dr. Angleo 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, Distance Learning

HIS 1075-100

Topic: Global Women and Daily Life

M W 7:30-8:45 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, Gender and Women's Studies, Distance Learning

HIS 1075-DL1

Topic: Significance of Race in America

T R 8:00-9:30 p.m.

Dr. Angleo Repousis

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Attributes: Core History, Fast Forward Course, Distance Learning

HIS 1155-001
M W F 9:10-10:00 a.m.
Dr. Emil Ricci

**Topic: Transatlantic Revolutions in the Modern World:
England, America, and Haiti**

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 French colony of Haiti. 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 Haiti 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 Revolution in Haiti, students will have an opportunity to investigate three main topics: (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 Haitian movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attributes: Core History, Distance Learning

HIS 1155-002
M W F 11:30-12:20 p.m.
Dr. Emil Ricci

**Topic: Transatlantic Revolutions in the Modern World:
England, America, and Haiti**

Revolutions are political movements which aim to change the established political and sometimes social. 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 French colony of Haiti. 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 Haiti 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.

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Attributes: Core History, Distance Learning

HIS 1150-003
M W 1:50-3:05 p.m.
Dr. Judy Giesberg

Topic: Slavery in the Modern World

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, Service Learning, Hybrid Format

HIS 1150-004

Topic: Europe in the 18th Century World

T R 3:55-5:10 pm

Dr. Craig Bailey

This course uses early modern Europe, and the particular cases of Britain and France, to introduce students to the discipline of History and to the nature of historical inquiry at the university level. The first half of the course focuses on some of the main themes of early modern European history including the rise and consolidation of state power; trade, commerce, and finance; the enlightenment; and the rise of the public sphere. By consulting a variety of readings on each topic, we will see how applying different approaches and asking different questions can prompt us to look at familiar issues in new ways. The second half of the course turns from an examination of European state and society, of and within itself, to look at European encounters with other parts of the world. Readings and class discussions will consider global approaches to shift perspective and develop alternative frameworks for thinking historically. We will explore how "discovery" in the both the Atlantic and Indian Ocean Worlds changed Europeans as well the peoples and places they encountered. Points of contact, moments of exchange, and the development of relationships shaped the production of "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, 100% In Person

HIS 1155-001

Topic: America in the Age of Revolution, 1776-1848

T R 8:00-9:15 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, Distance Learning

HIS 1165-001**Topic: Soccer and Making the Modern World****M W F 8:00-8:50 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, Distance Learning

HIS 1165-002**Topic: The Black Death****M W F 8:00-8:50 a.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, Distance Learning

HIS 1165-003**Topic: Philadelphia Global City****M W 3:25-4:40 pm****Dr. Whitney Martinko**

At once a city known for its local neighborhoods and its international influence, Philadelphia arguably has been a global city since its inception. This course teaches students the necessity of analyzing local urban issues in historical and global context. Students will learn about the ways that Philadelphia has been a site and source of transnational economic development, intellectual exchange, cultural contact and conflict, racial oppression and opportunity, and international immigration and emigration from the seventeenth through the twenty-first centuries. Assigned readings will learn to interpret maps, plans, landscapes, and photographs, as well as various types of texts, as historical evidence. They also will survey the different ways that historians define cities – as built environments, systems of colonial power, social networks, cultural landscapes, nodes of production and trade, urban plans, and ecosystems. This course encourages students to connect their analysis of change and continuity in Philadelphia’s past with current debates about urban planning; blight and renewal; class, race, and ethnic conflict and cooperation; economic and environmental development; communal and individual claims to property; and preservation.

As a Core History course, this class aims to introduce students to the core competencies that define the discipline, as outlined by the American Historical Association. Over the semester, students should work to develop the following skills of historical thinking:

- improve close reading skills of primary textual and visual sources in historical context
- gain an understanding of what historians do (how they think, what they publish, how they engage with the public)
- discuss the different ways that historians have approached the study of cities
- assess change and continuity in the ways that Philadelphia has shaped and been shaped by transnational, international, and global forces
- use historical perspective to assess current issues of Philadelphia life and development

Attributes: Core History, Hybrid Format

HIS 1165-005**Topic: History through Travel****T R 11:10-12:25 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, Distance Learning

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, Asynchronous, Peace and Justice, Distance Learning

HIS 1165-HO1**Honors: Suffering and Progress in the 20th Century****Days and time TBA****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, Honors Seminar, 100% In Person

HIS 1250-001**Topic: Ancient Near East Civilizations****M W F 9:10-10:00 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, Distance Learning

HIS 1250-002**Topic: Ancient Near East Civilizations****M W F 11:30-12:20 p.m.****Dr. Kelly Diamond**

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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.

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Attributes: Core History, Distance Learning

HIS 1250-003

Topic: Ancient Citizenship

M W 3:25-4:40 pm

Dr. Eliza Gettel

This course explores how ancient groups thought about citizenship and what life was like for citizens and non-citizens in the ancient Mediterranean. We will travel back in time to ancient states such as Sparta, Athens, and Rome. How inclusive or exclusive was citizenship in these states? How much of a say did those deemed citizens have in politics? How did they prove their citizenship and vote? A major feature of this course is a historical role-playing scenario that will enable you to explore these questions through the eyes of an ancient Athenian citizen living in 403 BCE. Throughout the course, we will also recognize the experience of the large numbers of individuals who populated the ancient world but were not male citizens formally granted a role in running states, such as women, enslaved individuals, and immigrants. Ultimately, learning about dynamics of ancient citizenship will empower you to critique the use of ancient societies as models in today's media.

Attributes: Core History, Hybrid Format

HIS 1903-001

Internship Elective

TBD

Dr. Marc Gallicchio

Permission of Chairperson required.

HIS 2001-001

Investigating US History II

M W F 10:20-11:10 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.

Attributes: 100% In Person

HIS 2202-001**United States Since 1945****M W F 11:30-12:20****Dr. Marc Gallicchio**

In this seminar we will look at the political, social, and economic developments in the United States since the end of World War II. We will begin with a look at the New Deal legacy in the final year of World War II and explore the growth of the defining movements of the postwar era: civil rights, feminism, consumerism, gay liberation, and the revival of conservatism, among others. We will also study the growth of the national security state, the social welfare state, and the effects of globalization on American society. As a sub-theme for the course we will also examine the role of conspiracy theories in American political life.

Attributes: 100% In Person

HIS 2286-001**Irish-American Saga****M W F 12:40-1:30 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 Requirement 1, Irish Studies, Peace and Justice, Simulcast Format

HIS 2993-001**History Internship****TBD****Dr. Whitney Martinko****Internship supervisor:** Angelina Lincoln, Historical Researcher, alincoln@villanova.edu**Internship director:** Dr. Whitney Martinko, Associate Professor of History, whitney.martinko@villanova.edu**To enroll**

Students must meet all eligibility requirements for the OUS Academic Internship Program. To enroll in HIS 2993-001, students must complete all internship application materials through [OUS](#) and request approval by the History Department chair, Dr. Marc Gallicchio. The deadline for applying for this internship through OUS is Dec. 31, 2020.

Internship description

In its first decades as a college, Villanova accepted students from both the U.S. and abroad. Students hailed from places like Louisiana, Florida, and Cuba, which were still entrenched in slave-labor economies, and also from states like Pennsylvania, New York, and New Jersey that had already begun processes to gradually abolish slavery. However, even states that had completely abolished slavery continued to profit from enslaved labor. Over the course of the internship, interns will research the first generations of Villanova students to analyze those students' relationships to enslaved and indentured labor. Interns will accomplish two types of assignments over the semester. They will research families and parishes associated with Villanova that profited from unfree labor as well as economies and goods produced by unfree labor. In addition to conducting historical research, students will create digital projects showcasing their research. Exceptional student work may be included in a website that revises the history of Villanova to reflect these findings.

Learning objectivesHistorical research:

Students will learn and use research methods for working in:

-archives (including Villanova University archives and Augustinian Order archives)

-primary source databases (including Ancestry.com, America's Historical Newspapers, America's Historical Imprints)

-online archives hosted by regional archives

-historical scholarship regarding histories of nineteenth-century economy and society, slavery, indentured labor, higher education, and the Catholic Church

Digital humanities:

Students will learn how to use:

-JS Timeline

-ArcGIS Story Maps

-Omeka

Students will use at least one of these platforms to create an individual digital exhibit of their research.

Learning outcomes

Students will:

-log approximately 11 hours of work on their projects per week (minimum of 150 hours required to earn 3.0 credits for the semester)

-write weekly journal reflections on their research and professional learning on Blackboard

-research and write historically contextualized biographies of at least 3 students

-build one individual digital project showcasing their research

-work together to draft recommendations for a Rooted Project website on the Omeka platform

Grading

As an OUS Academic Internship, HIS 2993 is graded Satisfactory / Unsatisfactory. Students must complete all OUS Internship requirements as well as course benchmarks to earn a Satisfactory and credit for this course.

Permission of Chairperson required.

HIS 3006-001

Medieval Europe 500-1500

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

Dr. Rebecca Winer

The Middle Ages cover over one thousand years of history from around 400-1500 CE. This course begins with the disintegration and transformation of the Roman Empire and ends when the kingdoms established distinctive national identities in Western Europe and began colonizing Africa and the Americas. We will place the emergence of Europe within the context of developments in the Islamic World and Byzantium (the former Roman Empire in the east). Some of the greatest figures in Christian history lived during the Middle Ages. The knight in shining armor is another character we associate with the time. Central to this world were kings and queens. However, no one would have eaten or had clothes to wear without the work of peasants and townspeople ("burghers"). We will trace the transformation of elites from Germanic warlords to mounted warriors with chivalric pretensions and the emergence of monarchs with authority over extensive royal courts and bureaucracies. We will explore the key religious, commercial, technological, and intellectual developments of medieval Europe such as the rise of monasticism, cathedral schools, the papacy, international trade and cities, and the birth of universities with their advances in science and philosophy. We will reconstruct the everyday experiences of medieval men and women of various social ranks, religious backgrounds, ethnicities, nationalities, and races and of the free and enslaved.

Attributes: Distance Learning

HIS 3014-001**Mediterranean World: Alexander to Caesar****M W 1:50-3:05 p.m.****Dr. Eliza Gettel**

In his 20s, Alexander the Great of Macedon conquered much of the eastern Mediterranean World, but then he died young without a clear successor. His generals carved up his empire into individual kingdoms that stretched from what is now Bulgaria to Afghanistan to Egypt. How did the conquests of Alexander the Great change life in the ancient Mediterranean? What did life look like in the various Hellenistic kingdoms that emerged after his death? In this class, we will learn about Greek society during the Hellenistic period (ca. 323-30 BCE). During this period, Hellenistic monarchs oversaw diverse, inter-connected societies that produced amazing developments in science, medicine, art, and architecture. They also dealt with the rise of a new power in the Mediterranean: Rome. We will therefore discover what happens when the Greeks and Romans meet, as we end the course with the assassination of Julius Caesar and the later death of his supposed lover Cleopatra, the last Hellenistic monarch of the Ptolemaic dynasty.

*Attributes: Hybrid Format***HIS 3995-001****Topic: London 1600-1900****T R 2:20-3:35 p.m.****Dr. Craig Bailey**Touring the histories of London

Why were polar bears and elephants kept in the Tower of London? Why did Ben Franklin spend many years of his life in London? Why do the Houses of Parliament, rebuilt in the 19th century, look like a Gothic fantasy that might have been constructed hundreds of years earlier? How can King's Cross Station be used as a gateway to explore real historical landscapes as well as imagined wizarding worlds? And what can the Olympics tell us about urban development, housing, and the poor?

This course addresses such questions by touring London across the early modern and modern periods. Each class session will focus on specific sites such as cathedrals, palaces, tube stations and streets, in order to provide multiple mappings of the urban landscape over time. By paying close attention to the historical contexts of built environments and the people who lived in them, students will learn how to read the city historically and to navigate London's development from a capital into a "global" city. This course is open to all students, including those who may be interested in cities, in British and European history, or in enhancing their travel/study abroad experiences.

*Attributes: 100% In Person***HIS 4095-001****Topic: Modern Middle East History****T R 9:35-10:50 a.m.****Dr. Hibba Abugideiri**

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

Attributes: Arab and Islamic Studies, Diversity Requirement 3, Peace and Justice, Distance Learning

HIS 4330-001

Modern China II, 1912-Present

T R 12:45-2:00 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.

Attributes: Diversity Requirement 3, East Asian Studies, Hybrid Format

HIS 4620-001

20th Century Military History

T R 8:00-9:15 a.m.

TBA

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.

Attributes: Hybrid Format

HIS 5001-001

Junior Research Seminar

T R 3:55-5:10 p.m.

Dr. Lynne Hartnett

This course meets the requirement for a junior seminar in the History major. In this course, we will explore some of the most significant revolutions in the world over the last 300 years. While some people loosely apply the term revolution to describe any significant change, our course will examine revolutions that are more specifically defined. Our objective will be to explore the factors that impel a group or country to embrace revolution as a method of political and social change and to consider the long-term consequences of revolutionary as opposed to legal and evolutionary change. We will assess how and why scholars define an event as a revolution rather than a revolt and explore whether the general public subscribes to the same viewpoint. The course explores why revolutions tend to be romanticized and assesses the degree to which the level of violence involved in a revolution affects how we feel about the event. Though most of the revolutions we will investigate will be political, we will also examine social and cultural revolutions that have transformed how people live in the modern world. Through this course students will develop their research and analytical skills. Students will learn to evaluate primary evidence, conduct research, and frame their arguments and analysis in relationship to the existing scholarship.

Attributes: A & S Research Requirement, Distance Learning

HIS 5501-001**Seminars in Historical Methodology****M W F 10:20-11:10 a.m.****Dr. Paul Steege**

This course presents history majors the opportunity to plan, research, and write an article-length research paper (approximately 25 pages), based largely on primary source materials. Over the course of the semester, we will do the work of historians, from choosing a research subject and locating the necessary primary and secondary sources, to producing a carefully crafted and well-documented piece of historical writing and presenting its conclusions to our peers. Additionally, we will develop further students' understanding of the discipline of history and its relevance for their intellectual and professional life after graduation.

There is no particular thematic focus for this course, but I encourage students to pursue research projects that build on previous work completed in their junior seminar.

There are no required books to purchase and only a handful of assigned readings. You should nonetheless anticipate that you will be doing an EXTREMELY large amount of reading as you work to prepare your final paper.

Attributes: Writing Intensive Requirement, Distance Learning

HIS 5515-001**Independent Research****TBD**

Permission of Chairperson required

Restrictions: Sophomore, Junior, Senior History Majors only