

Department of History
Undergraduate History Course Descriptions
Fall 2022

HIS 1060-001

Topic: Islam and the West

MWF 10:40-11:30 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

HIS 1065-001

Topic: History of Disease

MWF 9:35-10:25

Dr. 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, GEV Soc Sc & Humanities, Sustainability-Humanities Stem

HIS 1065-002

Topic: Global Environmental History

T R 2:30-3:45

Dr. Paul Rosier

Together we will analyze the historical roots of 20th and 21st 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); the environmental dimensions of COVID-19; 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, documenting 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. This is not a lecture course; it involves weekly discussions of a range of secondary and primary sources.

Attributes: Core History, Peace & Justice, Sustainability-Humanities Stem

HIS1075-001

Topic: Significance of Race in America

T R 10:00-11:15

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 1150-001

Topic: Transatlantic Revolutions in the Modern World

MWF 9:35-10:25 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 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 1150-002
MWF 11:45-12:35 a.m.

Topic: Transatlantic Revolutions in the Modern World

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

Topic: Slavery in the Modern World

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 1155-001
MWF 10:40-11:30

Topic: Black Freedom Struggle

Dr. William 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 1155-002
MWF 11:45-12:35

Topic: Environmental Changes in North America 1500-1850

Dr. Julia Mansfield

This course will explore the history of North America with an emphasis on environmental change from 1500 to 1850. We will study links between climate change and British colonization, epidemics driven by environmental change, debates about the value of nature, and the origins of

fossil fuel dependence. This course offers a historical perspective on human-environment interactions that will enrich students' understanding of both American history and contemporary environmental issues.

Attributes: Core History, Sustainability-Humanities Stem

HIS 1155-003

Topic: American Empire

MW 1:55-3:10 p.m.

Dr. Eugene B. 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 1155-004

Topic: Across the Pacific

MW 4:45-6:00 pm.

Dr. Marc Gallicchio

In this course we will 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 as well as the activities of private citizens in shaping the relationship between these countries. In doing so, we will look at how Americans influenced Japan and China and how China and Japan have influenced America. Topics include the origins of the China trade, opening of Japan to the West, immigration, the Pacific and Korean Wars, Japan's rise as an economic and cultural superpower, and China's bid to challenge America's global primacy in the 21st Century.

Attributes: Core History, Asian Studies

HIS 1155-005

Topic: Black Freedom Movement

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

Dr. Theresa Napson-Williams

This course will examine the African American struggle to achieve freedom, equality and justice and the benefits of first-class citizenship since Reconstruction. This course will also demonstrate that a large part of that history involves how global events shaped the African American freedom movement at home. As well, it will examine how African Americans struggles have shaped and impacted global issues and events. 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 not only to advance African American freedom but also the liberation causes of black people around the world. Finally, throughout the course we will connect events, issues that have spanned the decades- that will inform our understanding of history and its impact on our lives- past, present and future.

Attributes: Core History, Peace & Justice

HIS 1155-006

Topic: American in the Age of Revolution 1776-1848

T R 11:30-12:45 p.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 1165-001
MWF 8:30-9:20
Dr. Paul Steege

Topic: Soccer and the Making of the Modern World

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: Global Migration****MWF 12:50-1:40 p.m.****Dr. 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 **gloHISbal** 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 1165-003**MWF 12:50-1:40 p.m.****Caroline Murphy**

Information to come.

HIS 1165-004**Topic: Global Africa II****T R 8:30-9:45 a.m.****Dr. Maghan Keita**

Global Africa II is intended to seriously engage the student in the thematic notion of Africa as a global phenomenon historically, from the global medieval through the Early Modern (c. 476 CE-1492 CE). This is to be achieved through the critical examination of Africa and its diasporas. Fundamental to this exercise is the willingness to interrogate what is assumed to be known, and to always question the familiar.

The course challenges conventional notions of History and how History is done. Focused encounter with primary sources will serve as the basis for a set of reflective arguments by the student that will 'place' Africa, Africans, and the cultures of African peoples in the world as agents of that world's construction. These arguments are to be based on serious analysis of the primary works supported by secondary materials. The goal, here, is the demonstration of an argument that bears witness to informed judgment substantiated by an array of evidence.

Attributes: Core History, Peace & Justice

HIS 1165-DL1**Topic: Global Markets, Equality & Inequality****TBA****Dr. Larry 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-H01**Suffering & Progress in the 20th Century****MW 3:20-4:35 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, 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, Russian Area Studies

CLA 11250-001

Enemies of Rome

T R 4:00-5:15

Dr. Andrew Scott

This course examines the growth of the Roman empire throughout the Mediterranean, from roughly 200 BC to AD 200. The reading of primary sources will be the main method of inquiry. In addition to an historical analysis, we will also consider the issues of imperialism and cultural identity.

Attributes: Core History

HIS 1250-001

History of Ancient Near East

T R 2:30-3:34 p.m.

Dr. Kelly Diamond

The ancient cultures of Egypt and Mesopotamia represent the two earliest complex societies that flourished in the ancient near east. These two high cultures are documented in art, objects, architecture, and hieroglyphic and cuneiform inscriptions, respectively. Despite the relative proximity of these ancient cultures, they each developed in a unique and distinct 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 to better understand the processes of state formation, literary tradition, elite artistry, and socio-economic stratification. Other topics, such as identity, propaganda, and religion, will also be explored through the chronological political narratives.

This course will cover the time period from approximately 3200 BCE to 1500 BCE. After this point the near east became more diverse and interactions between the different cultures increased, resulting in the transference of ideas, technologies, etc.

This course will include a map test, two short assignments, and a midterm and final project.

Attributes: Core History

HIS 1903-001

TBD

Dr. Whitney Martinko

Attributes: Core History

Internship Elective

HIS 2000-001

MW 4:45-6:00 p.m.

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 slaves. 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.

Investigating U.S. History I

HIS 2161-001

MW 3:20-4:35 p.m.

Dr. Julia Mansfield

The American Revolution was a civil war that tore society apart. This course explores the uncertainty, coercion, and backlash involved with revolution and the meaning of liberty for diverse inhabitants of North America including Native Americans, enslaved Africans and African-Americans, and Loyalists. Starting with the Seven Years’ War and ending with the writing of the United States Constitution, we will discuss strategies of political organizing during revolution, the role of slavery in American politics, and the long-standing struggle for sovereignty among Native Americans. The course emphasizes working with historical documents, including diaries, newspapers, maps, and treaties, and involves both written assignments and a digital mapping project.

Revolutionary & Federal America

HIS 2181-001

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

Dr. Judy Giesberg

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

Attributes: Africana Studies, Diversity Requirement 1, Peace & Justice

Civil War & Reconstruction

HIS 2202-DL1**United States Since 1945****W 8:00-9:30 p.m.****Dr. Angelo Repousis**

The purpose of this course is to describe the political, social, and economic changes that the United States has experienced in making the transition from the Cold War era to the post-Cold War (and post-industrial) society of the early 21st century. The course covers the entire period since World War II, but there is more emphasis on social change since 1965. Topics covered include anti-Communism in American society and politics; the Civil Rights movement; the Vietnam War and anti-war movement; conservative backlash; Nixon and Watergate; the rise of a post-industrial economy; post-industrial social trends (gender, race, and the new immigration); and the growing impact of media on society and politics. This course also attempts to study how the divisions of the present day began almost five decades ago, and how they were widened thanks to profound changes in our political system as well as a fracturing media landscape that was repeatedly transformed with the rise of cable TV, the internet, and social media.

Attributes: Distance Learning, Fast Forward Course

HIS 2265-001**American Military History****T R 4:00-5:15 p.m.****Dr. Joseph Casino**

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

HIS 2274-001**History of American Medicine****MWF 10:40-11:30 a.m.****Dr. Joseph Ryan**

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

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

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

medicine gives women an important voice in their own medical care and the care of all Americans.

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

HIS 2296-001

History of American Women

MW 6:15-7:30 p.m.

Gina Talley

This course will survey the history of women in America from the pre-colonial period to the end of the twentieth century. We will view significant social, political, and economic developments in American history through the lived experiences of women. In doing so, we will acknowledge the variations in women's experiences based upon race, ethnicity, class, sexuality, and region. Specific attention will be dedicated to women of color. Through an introduction to the methods of social and cultural history, we will explore topics such as relationships within the family, the gendered division of labor, definitions of womanhood, changes in female education, shifts in women's employment opportunities, and women's participation in social and political movements. Throughout the course, we will be attentive to women's agency, women's autonomy over their bodies, and the relationship between women, the law, and government. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

Attributes: Diversity Requirement 2, Gender and Women's Studies

HIS 2993-001

History Internship

TBD

Dr. Whitney Martinko

VIA 3040-001

Global Soccer

MWF 12:50-1:40

Dr. Paul Steege / Dr. Bret Myers

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: Archeology of Ancient Egypt

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

Dr. Kelly Diamond

It is through the interpretation of linguistic and archaeological evidence that the history of ancient Egypt can be constructed. Through an analysis of the material record this course will introduce students to the major political, economic, and religious events of Pharaonic Egypt. This survey will begin with the unification of Egypt (ca. 3100 BCE) and continue to the final stages of the New Kingdom (ca. 1000 BCE), which ended due to foreign influence and internal disorganization. Topics include technology in the age of the pyramids, gender constructs and the female king Hatshepsut, and propaganda in Akhenaten's new religion. This class is a combination of lectures and class discussions based on the assigned readings. There will be two short assessments, a midterm assignment, and a final assignment.

Ancient Egyptian works will be read in translation.

Attributes: Classical Studies

HIS 3121-001

The Renaissance

MW 3:20-4:35

Information to come.

HIS 3216-001

Ireland Since 1800

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

Dr. Craig Bailey

This course provides students with an introduction to Irish history, with a particular focus on the development of Irish history and identities from the nineteenth to the early twentieth century, an important and formative period which is generally referred to as "Ireland under the Union". The role of violence in the making and representation of Irish histories and identities serves as the overarching theme for the course.

The course consists of four units. The first unit, Early Modern Ireland, establishes the background and context necessary to understand and evaluate later developments. The major issues and events covered include the formation of ethnic and religious identities and the conflicts between developing groups in the 16th and 17th centuries, and the conditions in the 18th century that led to political union with Britain in 1800.

The second unit, Pre-famine Ireland, examines the conditions of everyday life in the early 19th century and the structures and institutions that shaped them. We will consider the lives of the poor, the rise of rural or "agrarian" violence, the expansion and limits of the state in Irish society, Catholic struggles for equality and the development of a national system of education.

Unit 3 looks at two major factors that impacted Ireland in the middle of the 19th century, the Great Famine and migration. In addition to examining the crisis of the famine, we will also investigate the responses to it, including migration, and the ways that the relationships between famine and migration have contributed to narratives about Irish identity.

The final unit covers the post-famine period to the early twentieth century. We will follow the tortuous path of Irish nationalism as it developed over this period and consider how its collision with what is known as "unionism" shaped the conflicts of the early twentieth century that eventually resulted in the partition of Ireland.

Graded assessments will include in-class examinations and an 8-page research paper.

Attributes: Irish Studies

HIS 3242-001

Russia from Stalin to Putin

MWF 11:45-12:35 p.m.

Dr. Lynne Hartnett

In 1999 a virtually unknown former KGB office continued his meteoric rise to power to become first Prime Minister, and then President of Russia. Since then, Vladimir Putin has amassed power to become the ruthless and autocratic ruler of a country that stretches across eleven time zones.

While his repression at home and interventions abroad have long been a source for global concern, his brutal invasion of Ukraine in February 2022 has demonstrated to the world that understanding Russia and its 21st century leader is essential.

This course contextualizes Vladimir Putin and his rule within the last century of Russian history. It assesses the political, ideological, economic, social, and cultural transformations in Russia and the Soviet Union from Joseph Stalin's assumption of power in the 1920s. Together we will assess the Soviet legacy of repression and the attempts by some Soviets and Russians to reform. We will assess the Kremlin's foreign policy and the military threats it both faced and posed. The course examines how the Soviet Union collapsed in 1991; how the country tried to refashion itself in the 1990s; and how Putin was able to rise from anonymity to become the most authoritarian and feared Russian ruler since Joseph Stalin.

Attributes: Russian Area Studies

VSB 3500-001

Race, Justice, and Leadership

MW 3:20-4:35 p.m.

Dr. Holly Ferraro

This course is a pilot of the VSB specific version of the University Race & Justice Course (URJC), which is expected to soon be required of all Villanova students. This nontraditional and innovative course draws from social justice teachings of antiracism, which shapes both the course content and all requirements and expectations. Structured as a seminar and cross-disciplinary in nature, this course calls upon content from business disciplines such as economics, accounting, finance, marketing, management, and IT. Students engage in the practice of intergroup dialogue throughout the semester. Junior and Senior VSB students are eligible to take the course; it will fulfill a History requirement OR Social Science requirement OR Nonbusiness Elective OR Free Elective.

Attributes: History

HIS 4120-001
T R 10:00-11:15 a.m.
Dr. Maghan Keita

Emergence of Modern Africa

The challenges of the 'Emergence' of 'Modern' Africa begins with its title, and the invitation to the refinement of deliberate and conscious critical thinking as essential to the processes of doing history. The course begins with an interrogation of terms that have shaped the dominant European and American discourses on Africa. What are the dynamics, nuances, and implications of terminologies such as 'emergence' and 'modern'? What do they say; what have they said of Africa? What do they say of us?

The course is an interrogation of Africa, its histories, and its institutions on the cusp of the colonial era and the resistances to imperialism. Conceptually, it examines 'modernity', the movement beyond it, and the roles of Africa and Africans in their construction. Here, the spotlight is cast on African agency in the histories and historical processes that characterize the late imperial moment and resistances to it.

These examinations occur with the analysis of primary sources, popular culture of the period, and secondary sources that allude to and critique both. All this is in keeping with our learning outcome.

Attributes: Africana Studies

HIS 4495-001
MW 1:55-3:10 p.m.
Dr. Cristina Soriano

Topic: Anthropology & History of the Caribbean (1400-1850)

European conquest and settlement of the Americas coincided with the centralization of State power in Western Europe. Following the first exploration by Columbus, the Spanish established themselves in the Caribbean region, and later in the mainland. Although, the riches found in the Andean region and the Central Valleys of Mexico drove European attention to the mainland, the Greater Caribbean remained a crucial operational center of imperial control, commercial interaction, new agricultural endeavors, and a nucleolus for the settlement of new populations that voluntarily or involuntarily moved and became inhabitants of the region. The colonization of the Greater Caribbean was affected by six European powers (Spain, Britain, France, Holland, Denmark and Sweden) that competed for land, resources, labor, and commercial networks. These powers attempted also to control heterogeneous but well-entrenched indigenous groups, while participating in the establishment of one of the most significant networks of African slave trade in the Atlantic World and creating spaces for European cultural power and expansion. One of the most interesting social aspects of the Greater Caribbean is the multicultural composition of its population, product of incessant migratory movements from Europe, Africa, India, China, and other places of the globe.

This course provides an overview of the history of the Greater Caribbean and introduces methodologies of comparative, trans-Atlantic, and transnational history. Using Caribbean literature, primary sources (legal documents, newspapers, memoirs, letters, and travel accounts), specialized bibliography, and digital sources, students will explore a diversity of topics such as: political and social organization of indigenous communities, European expansionism and colonialism, African Diaspora and Slave Trade, religious syncretism, migration movements, the formation of colonial societies, and cultural exchange, social confrontation, rebellion, and emancipation.

Attributes: Diversity Requirement 3, Latin American Studies

HIS 4996-001
MWF 9:35-10:25 a.m.

Sexuality & Third World Feminism

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 history? 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, specifically the Middle East, Africa, South Asia and the United States. 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 have intersected with race, class, imperialism and the nation/state. Also 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 Requirement 2, Diversity Requirement 3, Gender and Women's Studies

HIS 5001-001

Junior Research Seminar

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

Dr. Craig Bailey

The primary goal of this course is to prepare you for the senior seminar. As such, 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 broad theme of social history across different geographic areas and time periods. We will spend class-time discussing historiographical and methodological trends, primary sources and archival research, and the construction of arguments. Our objectives include developing empathy for historical actors and their diverse perspectives on social change and continuities; enhancing our skills in project design, reading and writing; thinking critically about history and historical sources; and enjoying the journey. Active class participation is at the heart of this collaborative enterprise.

Attributes: A&S Research Requirement

HIS 5501-001

Seminar in Historical Methodology

MW 1:55-3:10

Dr. Marc Gallicchio

The purpose of this course is to train students in the methods and materials of researching and writing history. You will work closely with the instructor, class members, and other members of the department to write an original and scholarly study of a topic of your choice using primary source materials. Our goal is to have you be the historian rather than have you repeat what other historians have written. Papers will be approximately 25-30 pages long, typed, and double spaced. The goal of the course is to introduce students to some of the excitement that comes from doing original research and to address some of the difficulties that arise in that process.

Attributes: Writing Intensive Requirement

HIS 5515-001

Independent Research

TBD