

Department of History
Undergraduate History Course Descriptions
Fall 2020

HIS 1060-001

Topic: Religious Tolerance in Medieval Spain

M W F 12:40-1:30 pm

Dr. Rebecca Winer

Are you intrigued by the Middle Ages? Do you wish you had more knowledge about Islam and/or Judaism? AND/OR Are you a Spanish language student who wants to learn more about how Spanish culture was formed? Then this is the course for you! Christians, Jews and Muslims lived together in Spain from 711-1492 CE often in the same villages and towns. We will acquire background on these three religions then move to analyze how coexistence functioned in the Iberian Peninsula and when and why it broke down. The time frame covers changing political relations between Muslims and Christians—the Muslim Conquest, the Christian "Reconquista" and what new political, cultural, and social systems and hierarchies rose and fell over time. Overarching definitions of tolerance will be explored in the medieval context (with repercussions for our own world) as well as questions of how the religious backgrounds of modern historians shape their accounts of inter-religious dialogue and conflict in the past. The art and literature of medieval Spain will serve as our evidence along with legal and devotional sources. A short paper on medieval sources in translation, along with midterm and final exams, test the students' acquired knowledge of the subject matter and skills in historical analysis of primary sources and incorporation of historical methodologies.

Attributes: Core History, Distance Learning

HIS 1060-002

Topic: The Black Catholic Experience

T R 2:20-3:35

Dr. Shannen Williams

African-descended people have practiced Catholicism since the earliest days of the church. In the 21st century, they constitute approximately one-quarter of the world's 1.2 billion Catholics and make up the fastest growing segment of the global church. Yet, the history of black Catholics remains largely unknown and understudied. This is especially true *within* the church. This course, then, is designed to introduce students to the long and rich history of African-descended people in the world's oldest and largest Christian denomination. We will begin from the intellectual understanding that 1) Catholic history is black history and 2) no examination of the church can be understood as complete without a full incorporation of the lives, labors, and experiences of people of African descent. In this course, we will pay particular attention to the transnational experiences of black Catholics as well as Catholic histories of colonialism, slavery, segregation, and exclusion throughout the African diaspora.

Attributes: Core History, Africana Studies, Distance Learning

HIS 1060-003

Islam and the West

T R 12:00-2:00 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, Distance Learning

HIS 1065-001

Topic: The History of Disease

M W F 9:10-10:00

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: British Empire

T R 12:45-2:00 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, Distance Learning

HIS 1075-100 Topic:

Global Women and Daily Life in a Global Comparative

M W 6:30-7:45 pm

Context—19th and 20th Century

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, Distance Learning

HIS 1150-001

Topic: Transatlantic Revolutions in the Modern World

M W F 9:10-10:00 am

Dr. Emil Ricci

Revolutions are political movements which aim to change the established political and sometimes social structure, of a society. Throughout modern history, revolutions have changed the lives of many people resulting not only in a dramatic transformation of political authority, but the creation of a new social order. The English Revolution of the 1640s, the American Revolution, and the Haitian Revolution were different movements abolishing previously accepted systems of government, while creating new social and cultural values. What constitutes a revolution and how and why revolutions begin, are questions debated by historians, political scientists, sociologists, and other social scientists.

In the seventeenth and late eighteenth centuries, revolutions swept across Europe and America leading to major changes in government, law, society, and culture. This was especially true in England, America, and Haiti. Political and social movements in these societies abolished monarchies, aristocracy, colonial administration, and old institutions. Old Regimes were destroyed and replaced by new political and social systems. Each revolution produced vast reforms with new ideas and new institutions. In the end, each revolution changed the lives of the people and significantly shaped the world in which we live today.

Our course has four goals: (1) to study three of the most dramatic revolutions in modern world history -- The English Civil War and Revolution of the 1640s, the American Revolution, and the Revolution in Haiti, 1791-1804; (2) to study how historians have written about and interpreted these movements in academic literature; (3) to understand why revolutions occurred in these countries; and (4) to study the impact of revolution on the lives of ordinary people. We will also discuss why revolutions occur and theories of revolution.

Although a lecture format is used, students will discuss the assigned readings in class, write short essays analyzing and interpreting primary sources, give oral presentations on topics the students choose, and prepare questions for each class based upon the daily readings. By engaging in these activities, students should ultimately develop an in-depth understanding of the English, American, and Haitian Revolutions, focusing upon why they occurred, how historians view them, and how they shaped the modern world.

Attributes: Core History, Distance Learning

HIS 1150-002

Topic: Gender and Conquest

T R 8:00-9:15 am

Dr. Catherine Kerrison

This course will study the varieties of women's experiences in the New World colonies as well as the gendered concepts that allowed European men to conquer and subdue the Americas' indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of "civilizing" the wilderness: French nuns in New France; English women in the Chesapeake; Spanish women in Mexico City. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary), and how gender concepts were used to rationalize European imperial control of the Americas. Arguably, with the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete. Throughout, we will also scrutinize historical methods, as we ask, how do historians know what they know?

Attributes: Core History, Gender and Women's Studies, Peace & Justice, Distance Learning

HIS 1150-003
M W F 11:30-12:20 pm

Topic: Transatlantic Revolutions in the Modern World

Dr. Emil Ricci

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Although a lecture format is used, students will discuss the assigned readings in class, write short essays analyzing and interpreting primary sources, give oral presentations on topics the students choose, and prepare questions for each class based upon the daily readings. By engaging in these activities, students should ultimately develop an in-depth understanding of the English, American, and Haitian Revolutions, focusing upon why they occurred, how historians view them, and how they shaped the modern world.

Attributes: Core History, Distance Learning

HIS 1150-004
T R 3:55-5:10 pm
Dr. Craig Bailey

Topic: Europe in the 18th 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, 100% In Person

HIS 1150-005

Topic: The Renaissance Atlantic: Slavery in the Americas

M W F 10:20-11:10 am

Dr. Cristina Soriano

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

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

Attributes: Core History, Latin American Studies, Distance Learning

HIS 1155-110

Topic: Across the Pacific

M W F 9:10-10:00 am

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, 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 American foreign relations 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, 100% In Person

HIS 1155-002

Topic: American Empire

M W 5:00-6:15 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, Distance Learning

HIS 1155-003

Topic: America in the Age of Revolution 1775-1848

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

HIS 1155-004

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

T R 11:10-12:25 pm

Dr. Shannen Williams

Black struggles for civil and human rights in the United States have historically been connected to global campaigns against slavery, colonialism, and racial apartheid. Using gender and sexuality as essential categories of analysis, this course will explore how a wide range of black Americans have articulated global visions of freedom from the earliest days of slavery in North America through the tenure of America's first black president. Students will examine how international events have informed, shaped, and impacted black freedom struggles on the American home front. Students will also pay special attention to the strategies and tactics devised and employed by black activists as they worked to shape foreign policy and influence world events to advance African-American freedom and the liberation causes of subjugated peoples around the world. Topics will include but are not limited to African Americans and the global abolitionist movement; the transnational anti-lynching campaign of Ida B. Wells; African-American intellectuals and the rise of pan-Africanism; World War II and the Double Victory campaigns; Cold War civil rights struggles; and the international dimensions of black power and black feminism.

Attributes: Core History, Peace & Justice, Distance Learning

HIS 1165-001

Soccer and the Making of the Modern World

M W F 8:00-8:50

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: Global Migration

M W F 12:40-1:30 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, Simulcast Format

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, Distance Learning

HIS 1165-004

Global Africa IV

T R 8:00-9:15 am

Dr. Maghan Keita

Global Africa IV is intended to seriously engage the student in the thematic notion of Africa as a global phenomenon historically, from the 17th century onwards. 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. *Attributes: Africana Studies, Core History, Latin American Studies, Peace & Justice, Distance Learning*

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, Peace & Justice, Distance Learning

HIS 1165-DL2

Topic: America in the Age of Revolution 1775-1848

R 7:30-9:00 pm

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, Fast Forward Course, Distance Learning

HIS 1165-H01

HONORS: Commodities and Global Capitalism

T R 3:55-5:10 pm

Dr. Andrew Liu

This course asks: what is a commodity, and why have commodities been so ubiquitous in the history of the world? In doing so, the course will explain the specific contours of the history of capitalism, from the early modern period (ca. thirteenth to eighteenth century) into the modern world. By weaving together complex narratives of human interaction, this course emphasizes the simple idea that things have been made, sold, and consumed by humans across wide spans of geography and time.

At the start of the semester, we will review several case studies of particular commodities. Specifically, we will look at the classic studies of coffee, sugar, and tea and opium -- all quintessentially early modern commodities which belong to the era of expanding global trade. Starting in the second half of the course, we will begin to ask questions of method — what is a commodity? Is there a limit to what can be put up for sale? How do we keep track of the life of a commodity? Finally, we will discuss the birth of the modern industrial world by looking at cotton, perhaps the most important commodity of the nineteenth century. And then we will look at the new shape which commodities have taken on in the late twentieth and twenty-first century.

Attributes: Core History, Honors Seminar, Distance Learning

HIS 1250-001

Topic: Ancient Near East Civilizations

M W F 1:50-2:40 pm

Dr. Kelly-Anne 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, Distance Learning

HIS 1250-002

Topic: Ancient Citizenship

M W 3:25-4:40 pm

Dr. Eliza Gettel

This course explores what it was like to be a citizen in an ancient state. Over the course of the semester, you will take up the perspective of a variety of individuals who lived in ancient Sparta, Athens, and Rome. These individuals will include male voting citizens but also those who did

not formally have a voice in the state, including immigrants, women, and slaves. In excavating their perspectives, you will encounter a wide range of ancient historical sources, including the writings of Plato and Cicero, inscriptions, coins, and the archaeological spaces of the Athenian Agora and Roman Forum. Reserved for freshmen in Fall 2020.

Attributes: Core History, Distance Learning

HIS 1903-001

Internship Elective

TBA

Permission of Director of Internships required

HIS 2000-001

Investigating U.S. History I

M W 5:00-6:15

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.

Attributes: Distance Learning

HON 2002-001

Interdisciplinary Humanities III

M W F 10:20-11:10 am

Dr. Eugene McCarraher

The idea of “progress” has dominated the Western world since the middle of the 18th century. Scientific and technological development, industrialization, democracy, the “disenchantment” of ancient religious beliefs and popular superstitions – these and other historical changes of the last two-and-a-half centuries have enlarged our knowledge of the world, extended the length and health of our lives, and multiplied our material comforts. Thus, we’ve come to believe almost instinctively that “progress” has been unambiguously positive, and to hope that it will continue indefinitely. Yet these same processes of modernization have provoked profound and often militant doubt, criticism, and resistance, often from among the most learned and sophisticated representatives of modern culture. And in the 21st century – with capitalist “globalization” in disarray, with climate change an unavoidable challenge, and with the emergence of a new religious “awakening” all over the world -- new quandaries about the meaning of “progress” have already begun to appear. I will be tracing both the meanings of “progress” and the currents of discontent with progress from the mid-18th to the early 21st century. Readings will cover economics, social thought, political philosophy, and cultural criticism.

Attributes: Writing Intensive Requirements, Distance Learning

HIS 2181-001

Civil War and Reconstruction

M W 1:50-3:05 pm

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.

Attributes: Africana Studies, Diversity I, Peace & Justice, Simulcast Format

HIS 2201-001
M W F 10:20-11:10 am
Fr. Joseph Ryan

United States 1914-1945

This course traces major developments in the United States from the beginning of World War One to the end of World War Two. This course reflects the effort to present a social history form the period of 1914 to 1945. This course will attempt to interpret the past by tracing the changing understandings of American freedom, and how they shape social movements and political and economic events. The course will emphasize the influence of Progressive ideas in shaping liberalism and the state. These divergent visions of freedom will also encompass the impact of race, class, and gender on the meaning of freedom during the period of study.

Attributes: 100% In Person

HIS 2291-001
T R 3:55-5:10 pm
Dr. Shannen Williams

Topic: African-American History during Slavery

This course surveys the social, cultural, political, and economic history of people of black African descent in the United States from the earliest importation of enslaved persons from Africa and the Caribbean to the federal abolition of slavery in 1865. This course begins from the intellectual understanding that: 1) African-American history is American history and 2) no examination of the United States can be understood as complete without a full incorporation of the lives, labors, and experiences of people of black African descent. Topics will include but are not limited to: African lives and societies before 1500; the Columbian encounter and the rise of the transatlantic slave trade; the development of slave societies and societies with slaves in the Americas; the American Revolution as the first mass slave rebellion in U.S. history; bi-racial abolitionism and slave resistance; the rise of scientific racism and black intellectual resistance during the antebellum era; and slave revolution during the Civil War.

Attributes: Diversity 1, Africana Studies, Distance Learning

HIS 2296-001
T R 2:20-3:35 pm
Dr. Catherine Kerrison

History of American Women

“Are women people?” poet Alice Duer Miller asked in 1917. This class is designed to explore the ways in which the concept of ‘woman’ has been understood, defined, and contested in American history. In particular, the course will look at the links between women’s status at law and the different expressions of that status at home, in the workplace, and in the polity. Beginning with a look at Indian culture before European settlement, the course will treat topics such as Indian gender relations, deputy husbands, coverture, republican motherhood, separate spheres, reform movements, suffrage, ERA, women in the work force, civil rights, and the backlash against feminism, examining each in the context of how women’s lives were shaped, and by whom. Throughout, the course will include the experience of black women, enslaved and free. While the course will touch broadly upon main themes through secondary sources, primary source selections will provide an opportunity to probe individual women’s experiences in more depth, as we explore the different facets –at law and in society- of Miller’s question. Three essays (two, three and seven pages in length respectively), a midterm, and final examination are also required.

Attributes: Diversity 2, Gender and Women’s Studies, Peace & Justice, Distance Learning

HIS 2993-001
TBA
Permission of Director of Internships required

History Internship

HIS 3011-001
M W 1:50-3:05 pm
Dr. Eliza Gettel

Greek Civilization

This course introduces students to the history of the ancient Greeks from the Bronze Age to the Roman ‘conquest’ of the eastern Mediterranean. It covers major political, social, and cultural aspects of Greek history, including the rise of the city-state; the status of women; and the development of Greek art and science. Along the way, we will meet ancient Greeks living in Athens, Sparta, Thebes, and Ptolemaic Egypt, among other places. Primary sources in translation, including selections of the Homeric epics, Herodotus, Thucydides, Sophocles, Plato, and Polybius, will introduce us to these ancient Greeks.

Attributes: Distance Learning

HIS 3095-001
M W F 11:30-12:20 pm
Dr. Kelly-Anne Diamond

Topic: Sex and Gender in the Ancient World

This course will concentrate on the social constructions of gender in the ancient Near East, from ca. 3200-500 BCE, and provide introductions to the disciplines of Egyptology and Assyriology. These areas of study have traditionally been descriptive, rather than explanatory and analytical, but over the past decade gender theory has been increasingly incorporated. Our course will explore both artifacts and textual sources in an attempt to clarify and expand on how gender functioned within the legal system, religion, family life, *etc.* We will also investigate how gender research from areas outside these fields has influenced how we interpret ancient societal constructions. Topics to be discussed include: the connection between the emergence of agriculture and the rise of patriarchy around ten thousand years ago in southern Mesopotamia, the Egyptian concept of *maat* as an agent for the regeneration of hegemonic masculinity, and the Hittite myths that influenced (and also reflected) gender norms within that Kingdom. Most classes will be organized in a seminar style with emphasis placed on student participation. On occasion students will join together in large groups to talk about the day's readings and debate the evidence. There will be several short writing assignments and a final term paper. All ancient sources will be read in translation.

Attributes: Diversity 2, Distance Learning

HIS 3216-001
T R 2:20-3:35 pm
Dr. Craig Bailey

Ireland Since 1800

This course examines Ireland under the Union, with a particular focus on the development of Irish identities from the late eighteenth to the early twentieth century. Some of the specific events and issues we will consider include: the uprisings of 1798, the Act of Union, Catholic Emancipation, Famine, Landholding, Fenianism, Home Rule, Unionism and Nationalism. In addition, members of the class will have the opportunity to explore in greater depth a subject relating to Irish history, in the form of a final paper.

Attributes: Irish Studies, 100% In Person

HIS 3395-001
T R 3:55-5:10 pm
Dr. Michael Westrate

Topic: Holocaust in Eastern Europe

The Holocaust was one of the seminal events of the twentieth century, responsible for introducing such words and phrases as “genocide” and “crime against humanity” into our modern vocabulary. Its impact on the interpretation of history, the ways in which we remember an event individually and collectively, and how we construct stories about it, are among its most important legacies. We will use memoirs, film, and other media, as well as scholarly texts. Focusing on the systems and mechanisms of power that led to oppression, deprivation, marginalization, and mass murder, the class will explore the Holocaust’s roots in historical

antisemitism, move through the prewar and early war years, detail the evolution of the Final Solution, and investigate the developments since, both in the historiography and in other forms of representation. The course is designed to give students the necessary foundation for an understanding of events, familiarize them with the process of how various media shape memory, and explore the concepts of remembering, forgetting, truth, and commemoration within the historical context of an evolving Holocaust narrative. Please note: this course is reading intensive and requires the completion of a research paper.

Attributes: Diversity 1, Peace & Justice, Russian Area Studies, 100% In Person

HIS 4096-001

Women in the Middle East

T R 9:35-10:50 am

Dr. Hibba Abugideiri

This course offers an introduction to the study of Middle Eastern and North African (ME/NA) Muslim women in the modern period. We will take a cursory glance at various topics, starting with Islamic tradition and law in the early centuries of Islam as a historical basis, then move into issues of modern history – including European imperialism, nationalism and decolonization, “the veil,” the modern nation-state, modern Islamic law and women’s resistance – in order to examine the social ideas about, and varied roles of, women in modern ME/NA societies. In studying these topics, the goal of this course is to investigate whether or not there is a disparity between how Muslim women have historically been understood in discourses of “the East” and “the West” and what *actual* roles and positions ME/NA women have historically assumed in their societies. Equally central to our investigation is the question of power, especially as it relates to constructions of gender in Middle Eastern cultures and particularly as we attempt to understand how non-western societies conceptualize gender relations similarly or differently than the more familiar cultures of western societies. Knowledge of ME/NA history is a plus but not required.

Attributes: Arab and Islamic Studies, Diversity 1, 3, Gender and Women’s Studies, Peace & Justice, Distance Learning

HIS 4120-001

Emergence Modern Africa

T R 9:35-10:50 am

Dr. Maghan Keita

This class is fundamentally about thinking—more precisely, about critically re-thinking what we think we know about Africa and history as an undertaking. Central to this re-thinking are interrogations of the terms ‘emergence’ and ‘modernity.’ Why should we suppose that Africa must ‘emerge into the modern age?’ To that end a key focus is on historical theory: historiography; and the theory of knowledge, epistemology. If, in fact, you believe there is no place for theory in the historical enterprise, you have come to the wrong venue. Quietly excuse yourself. There will be no questions asked. For those who remain, you will find this a challenging and possibly exciting undertaking: questioning what you have taken for granted; searching for and listening to other voices; formulating new ways of knowing and doing history—all because of Africa.

‘Africa is always creating something new.’ Greek proverb

Attributes: Africana Studies, Diversity 3, Distance Learning

HIS 4325-001

Modern China I, 1644-1912

T R 12:45-2:00 pm

Dr. Andrew Liu

This course explores the past two centuries of the East Asia region, chiefly the histories of China, Japan, and Korea. Beginning with the golden age of early modern East Asian kingdoms -- namely the Qing Empire (China), the Tokugawa Shogunate (Japan), and the Joseon Kingdom (Korea) -- this class narrates how these regions made sense of blindingly rapid social change. As trade with Europe and American powers intensified, these regions were plunged into warfare, projects of colonialism and imperialism, and violent contests between Communism and liberal internationalism. Events addressed shall include: the creation of modern nation-states; Japanese imperial expansion into

Korea, Manchuria, and Taiwan; World War II; and Cold War alliances between Communist states versus the US and its allies, scars from which continue to linger into the present day. Course materials shall consist mainly of textbook readings, primary documents, literature, and historical films.

Attributes: Asian Studies, Distance Learning

HIS 4499-001

Topic: History of Human Rights

T R 11:10-12:25 pm

Dr. Elizabeth Kolsky

The notion of human rights as inalienable rights to which all humans are inherently entitled is a fundamentally modern concept. The course will examine the modern history, theory, politics and practice of human rights from a global perspective. It will investigate how ideas about human rights and social justice developed over the past two centuries and examine the meaning and relevance of human rights in dealing with major issues and crises in the world today, including torture, terrorism, poverty, sexism, and racism.

Attributes: Diversity 1, 3, Peace & Justice, Distance Learning

HIS 5001-001

Junior Research Seminar: Europe Since 1945

M W F 10:20-11:10 am

Dr. Paul Steege

As a junior research seminar in the History Department, this course will build on students' previous history coursework to realize three interconnected goals: 1) to outfit students with the skills and resources necessary to complete a senior research paper; 2) to help students write a paper proposal that could be developed to apply for Villanova's undergraduate research funding through (VURF); and 3) to develop further students' understanding of the discipline of history and its relevance for their intellectual and professional life after graduation.

Over the course of the semester, students will learn to differentiate between history and historiography, to recognize different methodological approaches to history, and to decipher and to evaluate the limits and possibilities of different kinds of primary sources. In addition, we will work aggressively to cultivate students' ability to craft coherent arguments about the past and to convey them effectively in both written and oral formats.

This course will focus on Post-1945 Europe, using that subject as a means to locate our exploration of history as a discipline. After the Second World War, the continent found itself literally in ruins. As its inhabitants attempted to rebuild their societies, they also raised questions about their own place in Europe and the world. This course will explore the diverse answers Europeans formulated to these questions. It is not designed to provide even coverage of all events or all regions of the continent but rather to wrestle with the multilayered meanings of European history, particularly as they relate to European culture since World War II. Student research and writing will seek, in various ways and various formats, to wrestle with those questions.

HIS 5501-001

Seminars in Historical Methodology

M W 3:25-4:40 pm

Dr. Judy Giesberg

Students in this class will conceive, plan, research, and write an article-length essay of 20-25 pages based on primary source materials.

Attributes: Writing Intensive Requirement, Distance Learning