

Department of History
Undergraduate History Course Descriptions
Fall 2017

HIS 1060-001

TOPICS: Islam and the West

TR 8:30-9:45 AM

Dr. Hibba Abugideiri

This course explores the historical cross-cultural influences and conflicts between “the Islamic world” (primarily in the area that is today the Middle East) and “the West,” with particular emphasis on the modern period (post 1800). We will do this by examining various aspects – like science, literature, architecture, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influence has historically moved over time between these geographic entities and why. As we discuss texts, a novel, and videos, our historical approach will be guided by important questions, including: What does “Islam” in the expression “Islam and the West” mean? Is it a religious or cultural designation? Is there a geographic area that we can designate as “Islamic”? What is “the West”? Which areas does it include? When and where did it emerge? How do we characterize the shifting relations between Muslims and “the West”? Does the expression “Islam and the West” reflect a historical reality or a modern construct? At the heart of our collective inquiry is an exploration of how these two entities interacted and how each viewed the other over time and why.

Attributes: Core History

HIS 1065-001

TOPICS: Global Themes in the History of Epidemic Disease

MWF 9:30 – 10:20 AM

Fr. Joseph Ryan

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

Attributes: Core History

HIS 1070-001
TR 1-2:15 PM
Dr. Elizabeth Kolsky

TOP: British Empire

This course examines the rise and fall of the British Empire. At its height, Britain controlled more than half a billion people, one quarter of the earth's land mass, and was the undisputed master of the seas. With a colony on every continent, Britain's dominion was so vast that as the saying went, the sun never set on it. We begin by examining the expansion of British power in Ireland and the Americas and follow its growth across Asia and Africa. Emphasis in the course will be placed on: how and why Britain acquired such an enormous global empire; the effects of British colonial rule on the people and places who lived under it; and the varied responses of colonized populations to foreign domination.

Attributes: Core History

HIS 1075-100
MW 6:00-7:15 PM
Dr. Gina Talley

TOPICS: Global Women and Daily Life

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 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

HIS 1150
MWF 9:30 AM-10:20 AM
Dr. Cristina Soriano

TOP: Revolutionary Atlantic World

By looking at Europe and the Americas as equal contributors to the emergence of the Revolutionary movements in the Western World, this course examines the nature and characteristics of major rebellious and revolutionary movements occurring in the Atlantic World during the so called "Revolutionary Era." We will focus in the study and analysis of the North American Revolution (1775-1783), the French Revolution (1789-1799), the Haitian Revolution (1791-1804), and the Spanish American Revolutions (1810-1830). This course will make special emphasis on the political, social, economic, and cultural forces that compelled different social and ethnic groups to rebel against the government, and to challenge not only the political and economic systems, but the cultural and hegemonic discourses that supported the previous regimes. We will pay attention to the causes that led people to mobilize, the different strategies used for mobilization, declared objectives of the distinct revolutionary programs and their transformation as the movements unfolded. In this sense, the course will try to understand each revolutionary movement in its own terms, but seeking to connect each of them within the realm of international politics, inter-imperial reforms and the emergence of discourses of democracy and liberalism, even as a temporary by-product of some of the insurrections.

HIS 1150-002
MWF 12:30-1:20 PM
Dr. Emil Ricci

TOP: Transatlantic Revs Modern World

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and 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 topics: (1) how historians have interpreted these movements in historical literature, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of

why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attribute: Core History Requirement.

HIS 1150-003
MWF 1:30-2:20 PM
Dr. Catherine Kerrison

TOPICS: Gender and Conquest

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.

Students will grapple with a wide variety of primary sources that document this monumental period in world history, including: maps and exploration accounts that purport to document "virgin" territories ripe for conquest; images of exotic peoples (from both European and Indian viewpoints); accounts of conquistadors, Native Americans, missionaries, nuns, captives, slaves, and indentured servants; law codes that constructed systems of racial and gender hierarchies and harnessed the labor of millions; and John Rolfe's petition to marry Pocahontas. Secondary readings will provide historical context and theoretical framing within which to situate our primary source readings.

Attributes: Core History

HIS 1150-004
TR 2:30-3:45 PM
Dr. Craig Bailey

TOPICS: Europe and 18th Century World

The core theme of this course is that in order to understand eighteenth-century Europe, we have to examine it in a broader, global context. Beginning with an examination of European politics, economy and society in the eighteenth century, and then turning to explore interactions between Europeans and the rest of the world (particularly Africa and the Middle East), we will critique

Eurocentric assumptions that Europeans were the sole creators of the modern world. Considering the perspectives of European writers who never left home, the works of Western travelers who ventured beyond Europe, and the ways in which non-Europeans saw the West, we will discover that the eighteenth century witnessed new forms of exchange between different societies that created both benefits and uncertainties for the people who lived through that period in history. De-centering the eighteenth century from its European shackles will allow us to view a global world in the making, a process that we are still grappling with today.

HIS 1155-001
MWF 8:30-9:20 AM
Dr. Marc Gallicchio

TOP: Across the Pacific

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

HIS 1155-002
MWF 10:30 AM-11:20 AM
Dr. Kaley Middlebrooks Carpenter

TOP: Religion and Empire

This class explores the United States' history with the "middle east," a region that has influenced the course of America's politics, economy, and culture since the U.S. won its independence from Great Britain. For two hundred and fifty years, while the historic Ottoman Empire lost its empire and the U.S. became criticized for becoming one, the religions that culturally defined each power would come to represent not only their respective strengths and weaknesses but also the essential source of conflict between them. Using primary and secondary readings, historiography, film and literature, as well as material and popular culture, students will trace the history of these geo-political entities' encounters with each other, particularly during the former Ottoman Empire's much watched transformation into the modern Republic of Turkey. By the course's end, students will be able to understand not only the religious roots and reciprocal influence of US-Turkish relations, but also the historic crossroads at which the United States' foreign policy stands today in light of (1) Turkey's recent abandonment of secular government and (2) continued challenges posed by the Islamic State to the entire region.

HIS 1155-003
MWF 1:30 PM-2:20 PM
Dr. Joseph Ryan

TOP: Global Migration in History 1500-Present Day

This course will explore the impact of global migration in human history from 1500 to the present day. We will look at how migration shapes societies. Our approach will be interdisciplinary. We will look at theories of migration such as transnational migration, acculturation, incorporation, assimilation, circular migration and diaspora. A global capitalist economy also shapes migration. Gender and multiculturalism play an important role in shaping migration. We will also look at forced migration and trafficked human beings in the present. 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.

HIS 1165-001
MWF 11:30-12:20 PM
Dr. Paul Steege

TOPICS: Soccer and 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

1165-002
MWF 12:30-1:20 PM
Dr. Rebecca Winer

TOPICS: The Black Death

A devastating pandemic raged across the Western World in the middle of the fourteenth century killing around a third of the population. How did the people of its Pre-Modern societies cope with this tragic mortality? In this course we will study the patterns of life in fourteenth-century Europe, the Middle East, Asian steppes, and China around 1300 CE. We will then investigate the calamity of the Black Death across this world system and finish by analyzing the new social, economic, and cultural structures that evolved by 1400. Along the way we will ask a series of questions: How did ordinary people live in Eurasia in 1300; what about in 1400 CE? What was the nature and etiology of the disease that hit the global system of “Old World” in the mid fourteenth century? What historical, archeological, and scientific methods can be used to understand the epidemics of the past? How did attitudes towards disease differ in China, the Asian steppes, the Islamic world, Western and Eastern Christendom and how did these attitudes shape distinct local reactions? What were the fates of religious minorities in different locales

before and after calamity struck? What does the history of medieval pandemic say to us in the postmodern world experiencing devastation from diseases like Zika and Ebola?

HIS 1165-003
MW 4:30 PM-5:45 PM
Dr. Whitney Martinko

TOPICS: Philadelphia Global City

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. Students will learn to interpret maps, census data, 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, 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 conservation and preservation.

Attributes: Core History

HIS 1165-004
TR 8:30-9:45 AM
Dr. Maghan Keita

TOP: Global Africa

Global Africa I engages Africa and Africans as a global phenomena historically, from the Biblical/Classical period through the Early Modern (c. 800 BCE-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.

The class will center on a discussion/lecture format that predicates that the student enter the classroom prepared to engage the course, its focus, and its materials. This mandates that the readings for each session not only be read, but critiqued as well, in regard to their relation to specific historical moments and to the focus of the course overall. The student will be evaluated

on the ability to interpret both primary and secondary sources as an argument in the relation to the course theme.

HIS 1165-005

TOP: Commodities and Global Capitalism

TR 11:30 AM-12:45 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

HIS 1165-006

TOPICS: Political Violence and Rev Modern World

TR 10:00 AM-11:15 AM

Dr. Lynne Hartnett

In the fall of 2016, the sanctity of a peaceful transfer of power within the American political system became a central topic in the American Presidential campaign. As politicians, pundits, and journalists stressed the importance of this concept to the very notion and exercise of American democracy, we were reminded that all too often in history, political power has been contested, and attempts to realize power have taken violent turns. This course examines the historical occasions during which individuals, groups, or movements have turned to revolution and/or violence to realize their goals. We will consider the conditions that allow revolutionary movements to arise and the context in which such movements have successfully realized their objectives. As we do so, we will assess the role of violence both within revolutions and outside revolutionary contexts as well as the viability and success of more peaceful methods of protest. We will explore what impels certain individuals, group, and states to embrace revolution as an agent of change and how this change affected the larger region and world. Some topics that we will consider include: the French Revolution, the Haitian Revolution, the fight for women's suffrage, the Russian Revolution, fascism, Stalin's political purges, the Chinese Revolution, the American Civil Rights Movement, the challenge to Apartheid, the Sexual Revolution, modern Terrorism, and the Euromaidan.

HIS 1165-007
TR 1:00-2:15 PM
Michael Westrate

TOPICS: Suffering and Progress in the 20th Century

This course examines the political, cultural, social, and economic development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings (both primary and scholarly), visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—concentration camps, war, genocide, famine, forced migration, and other evils plagued humanity throughout the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all, as well as major advances in technology. Via weekly written assignments and discussion, our goal will be to assess the importance of these and other subjects in today's world. At the end of the semester, we will better understand “the fundamental interconnectedness of all things,” or (to put it another way), human webs—the networks that make up our reality.

HIS 1250-001
TR 4:00-5:015 PM
Dr. Kelly-Anne Diamond

TOPICS: Ancient Empires

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). 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). 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. This course will include two quizzes, a midterm and final exam, and a research paper. All primary sources will be read in translation

HIS 1250-100
TR 6:00 PM-7:15 PM
Dr. Kelly-Anne Diamond

TOPICS: Ancient Empires

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). 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). 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. This course will include two quizzes, a midterm and final exam, and a research paper. All primary sources will be read in translation.

**HIS 1903-001 Internship Elective
TBA**

**HIS 2000-001 Investigating US History I
MW 4:30-5:45
Dr. Gina Talley**

This course will introduce you to several of the most central questions in United States history. The fundamental question for the semester will deal with an issue 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? We will consider the perspectives of early colonists, “Founding Fathers,” women, abolitionists, slaveholders, and the enslaved. Utilizing textbooks, primary documents, and secondary historical sources, we will read these texts to interpret their meanings, and create our own analyses. 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.

**HON 2002-001
MWF 10:30 AM-12:20 PM
Garey 114
Dr. Eugene McCarraher**

Interdisc Humanities III

**HIS 2161-001
MWF 10:30-AM-11:20 AM
Dr. Catherine Kerrison**

Revolutionary and Fed American

The Peace of Paris in 1763 concluded a titanic struggle between Great Britain and France, from which Britain emerged with an empire enlarged by the additions of India and Canada. The colonists of British North America shared in the euphoria of this victory. But no sooner was the peace arranged, than problems began. This course will examine the many facets of the American uprising, from its colonial origins through to nationhood. Beginning with the colonial background, for example, we will ask did the colonists and their king speak the same language? What really propelled colonial Americans toward Revolution? What did words like ‘revolution’ and ‘republic’ mean in the eighteenth century? And did the Revolution accomplish what it set out to do? Tracing the path to revolution and nationhood, the class will also critically examine the ways historians have treated this formative period, including the introduction of the voices of those long forgotten: Indians, slaves, women, and the poor.

HIS 2201-001
MWF 11:30 AM-12:20 PM
Dr. 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.

HIS 2276-001
MWF 11:30-12:20 PM
Dr. Paul Rosier

American Environmental History

This course explores the history of the American environment and the history of American environmentalism from the colonial era to the present. In the process, we will rethink American history more broadly by considering the roles of men and women in the American “ecodrama” as well as “the earth itself as an agent and presence in history.” We will investigate a variety of primary documents and secondary works of ecology, public policy, history and cultural studies to gain an understanding of how Americans, through settlement and industrialization, engendered ‘changes in the land’ and how these changes gave rise to new cultural conceptions of nature and to varieties of environmental citizenship. We will also examine, more generally, issues of gender, race, and class; for example, during the final weeks of the course we will consider the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice.” In addition, we will consider the place of ‘nature’ in America’s culture of consumption.

HIS 3095-001
MW 3:00 PM- 4:15 PM
Dr. Kelly-Anne Diamond

TOP: Archeology Ancient Egypt

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: the Pyramid Age, the reign of the female king Hatshepsut, Akhenaten’s new religion, and the Egyptians’ alleged obsession with death. This class is a combination of lectures and class discussions, based on the assigned readings. There

will be one short paper, two quizzes, a midterm, and a final exam. Ancient Egyptian works will be read in translation.

Attributes: Diversity 3

HIS 3216-001
TR 11:30-12:45 PM
Dr. Craig Bailey

Ireland Since 1800

This course focuses on the history of Ireland between 1800 and 1922. Students will become familiar with the principal events and issues that shaped Irish society during this period, and with the different approaches of political, social and cultural history. Among the major topics to be covered are the United Irishmen and the Act of Union, Catholic Emancipation, famine, migration, nationalism, and women in Irish society.

Attributes: Irish Studies

HIS 3233-001
MWF 9:30-10:20 AM
Dr. Paul Steege

Hitler and Nazi Germany

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

This course will explore the multi-causal sources of Nazi rule, focusing particularly on the role of violence in shaping and constituting the Hitler Regime. Beginning with an intense exploration of the Nazi rise to power during the Weimar Republic, the course will use a variety of primary and secondary sources, including films, photographs, and works of art to explore the motivation and function of Nazi Germany. Significant time will be spent addressing the Holocaust as the culmination of a Nazi project of racialized violence. In so doing, we will seek to complicate our understanding of Nazi perpetrators and assess the extent to which they should be considered less a German problem than part of a dark, violent underside to a broader project of modernity. There will be a midterm, a final exam, and a number of short writing assignments. Readings will likely include: Peter Fritzsche, *Germans into Nazis*, Johnson and Reuband, *What we Knew: Terror, Mass Murder, and Everyday Life in Nazi Germany*, and Art Spiegelman, *Maus*, and Philip Roth, *The Plot Against America*.

HIS 3241-001
TR 1:00- 2:15 PM
Dr. Lynne Hartnett

Revolutionary Russia 1861-1939

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

Attributes: Peace and Justice, Russian Area Studies

HIS 3995-001
MWF 10:30- 11:20
Dr. Rebecca Winer

TOP: Robin Hood in Myth and History

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

HON 4000-001
TR 2:30-3:45 PM

Dr. Christopher Daly

History of Early Christianity

This course will examine the religious and political milieu of Palestine in which the Jesus community originated. We will look at the early days of the movement, considering the first leaders, the role of women, and early attempts at structural organization. Among other topics considered, we will think about the drive to form a coherent and universal set of beliefs and practices, the burgeoning hierarchy, the varieties of local teachings throughout the empire, and the emergence of heresies. After a thorough reflection on the consequences of Constantine's Edict of Milan, we will take on the challenges posed by the complex relationship between the Church and the declining Roman state, the rise of monasticism, dogmatic tensions between Eastern and Western Christianity, the missionary endeavors of St. Boniface and others, ecclesiastical music and Romanesque architecture, the quandaries of the early-medieval papacy, and, finally, the intricacies of the Carolingian Renaissance, which matured under the aegis of clerical intellectuals and royal functionaries.

HIS 4041-001
TR 11:30- 12:45 PM
Dr. Hibba Abugideiri

History of the Modern Middle East

Starting with the rise of the Ottoman Empire and ending with the Gulf War of 1990-91, this course introduces students to the salient historical processes of change within the modern Middle East, such as nation- and state-building, imperialism and colonization, modernization, nationalism, independence and the rise of political Islam. Relying predominately on one major text, but also drawing on various primary sources, students will be asked to consider how history and power have operated in the modern period in the attempt to answer the question of whether or not the Middle East is indeed “historically exceptional” in its regional development. Reoccurring questions that students will interrogate include: How has the Middle East historically modernized? Did modernization mean westernization? Was western European imperialism a catalyst of progress or paralysis for the region? Once independent, what kind of challenges did the region face? What role has the West played in helping or hurting state building? Bearing these questions in mind, student groups at the end of the semester will present a historical explanation of four major political conflicts in the region: the Arab-Israeli Conflict, the Iranian Revolution, political Islam in Algeria and the Gulf War.

HIS 4325-001
TR 4:00 PM-5:15 PM
Dr. Andrew Liu

Modern China I

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: Diversity 3

HIS 5001-001
Seminar
MW 3:30-4:15 PM
Dr. Whitney Martinko

Junior Research

The runaway success of the musical *Hamilton* recently has placed the early American republic at the forefront of popular imagination. This class will consider the ways that historians understand the history of the early United States in the world between 1790 and 1850. As a class, we will examine some of the latest studies about the history of capitalism, slavery and anti-slavery, radical social reforms and religion, environmental planning and change, and political and legal developments. Students then will develop a research project on a topic of their own interest. Assignments will help students learn how to craft a good research question, create a research design to explore that question, and develop an oral presentation and short research paper (10-12 pages) that engage their topic with larger scholarly conversations about the early American republic. This course is intended for history majors, but the instructor will consider admitting non-majors with a strong academic background if there is room for enrollment.

HIS 5501-001
TR 2:30-3:45 PM
Dr. Paul Rosier

Seminar in Historical Methodology

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

historical actors and the choices confronting them; and, more generally, hone our research, critical thinking, presentation, and writing skills. Active class participation is at the heart of this collaborative enterprise.