

Department of History
Undergraduate History Course Descriptions
Spring 2018

HIS 1060-001

TOP: Religious Tolerance in Medieval Spain

Dr. Rebecca Winer

TR 10:00-11:15 a.m.

Medieval Spain is the perfect subject for introducing first and second-year undergraduates to the methods that historians use to analyze relations between religious groups, here Muslims, Christians and Jews. During the first three weeks of the course students will acquire background knowledge of Judaism, Christianity, and Islam. Then we will move to analyze primary sources: saint's lives, sermons, poetry, songs, art, architecture, stories, historical accounts, and autobiographies that survive from medieval Spain. This core course will include "source study assignments" of primary sources from Christian, Jewish and Muslim points of view (in English translation). Students will strive to develop their opinions about crusade and coexistence in the minds of medieval Spanish people. The time frame covers a period of changing political and social relations between Muslims and Christians in the Iberian Peninsula—the Christian "Reconquista" took off during this period and thus new political, cultural, and social systems were formed. Students will assess these continuities and changes. The course culminates in a group critique of the intellectually stimulating, controversial, yet highly readable *Ornament of the World* by Maria Rosa Menocal. Overarching definitions of tolerance will be explored in the medieval and modern contexts as well as questions of how the religious backgrounds of modern historians shape their accounts of inter-religious dialogue and conflict in the past. A midterm and final exam test the students' acquired knowledge of the subject and their use of the historical skills of analysis of primary sources and historical methodologies.

Attributes: Core History

HIS 1065-001

TOP: The History of Disease

MWF 9:30-10:20 a.m.

Fr. Joseph Ryan

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

Attributes: Core History

HIS 1065-002
MWF 8:30-9:20

Global History of Science and Technology

Dr. Timothy Minella

This course examines science and technology as human practices that have a history. We will thus study the specific contexts in which people in the past generated knowledge of the world around them. We will see that what counted as science has changed over time, and we will attempt to explain why these changes have occurred. Finally, we will examine how science and human values have mutually shaped each other. This course covers science and technology in both the western and non-western worlds. This course requires extensive reading in both primary and secondary sources, and writing assignments will require students to analyze primary sources.

Attribute: Core History

HIS 1070-001
MW 3:00-4:15 p.m.

TOP: Tsars and Commissars

Dr. Lynne Hartnett

Recent political events have shown the world that Russia continues to be an important factor in world affairs. What drives Russian political ambitions in the 21st century? How do Russians understand what it means to be Russian as well as their country's place in the world? What accounts for the seemingly overwhelming domestic popularity of Vladimir Putin? Although the specific personalities in contemporary Russian affairs might be unique, the underlying issues that inform Russia's recent actions and policies have historical roots. This course seeks to understand these roots. We will ask what it means to be Russian. We will assess the political foundations of the Russian empire and the practical manifestations of the Russian state's geo-political aspirations. We will analyze large, political occurrences and assess how the decisions emanating from the Russian capital affected the daily lives of ordinary people living in St. Petersburg, Moscow, Central Asia, the Caucasus, Eastern Europe and various places in between. This course explores how ethnicity, class, religion and gender affected the relationship between the Russian and Non-Russian people and the Tsars and Commissars who ruled them.

Attributes: Core History, Russian Area Studies Concentration

HIS 1070-002
TR 11:30 a.m.-12:45 p.m.

TOP: British Empire

Dr. Elizabeth Kolsky

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 1075-001
MW 4:30-5:45 PM
Gina Talley

TOP: 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 TOPs 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 1075-100
MW 6-7:15 PM
Gina Talley

TOP: 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 TOPs 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 2294-001 History of Childhood
MWF 9:30-10:20 a.m.
Dr. Judith Giesberg

Students will explore diverse experiences of childhood in America and Europe, from the seventeenth century to the present, beginning with the child-rearing practices of Native Americans and comparing them to Euro- and African Americans. We shall look closely at the nineteenth century "discovery" of childhood and consider how new ideas of childhood affected the experience of childhood. As we examine various conflicts over the definition of a proper

childhood, we shall listen closely to the words of children and their parents and consider advice offered by a variety of Americans. Among the topics we will discuss are the invention of adolescence; child abuse and protection; child labor; compulsory schooling and immigrant assimilation; juvenile delinquency; age of consent; dating; children as consumers; and youth culture and rebellion.

Readings may include *Huckleberry Finn* and *Little Women*.

HIS 1150-002

TOP: Gender and Conquest

MWF 10:30-11:20 a.m.

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

HIS 1150-003

TOP: The Renaissance Atlantic: Slavery

MWF 10:30-11:20 a.m.

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. Between the early sixteenth century and 1810, the Americas received more than three million African slaves. The booming sugar plantations in the French and Spanish Caribbean, in Brazil and in different regions of Latin America absorbed more than half of the slaves entering the Continent. The slave trade and the slavery system profoundly shaped colonial American cultures and societies. This course will explore how the institution of slavery was transplanted in the Americas during the sixteenth century, why African slavery developed in some regions of the Americas and the Caribbean (and why not in other regions), 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 region and the period related with the importation of African slaves and the establishment of the slavery system, such as capitalism and emancipation, colonialism and empire, rebellions and revolutions, gender and ethnicity, and nationalism and race. These themes will be studied taking in consideration a variety of approaches and perspectives, from microhistorical studies to comparative and global ones.

Attributes: Core History

HIS 1150-004

TOP: Transatlantic Revolutions in the Modern World

MWF 11:30 a.m.-12:20 p.m.

1:30-2:20 p.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 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 TOPs: (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

HIS 1150-005

TOP: Transatlantic Revolutions in the Modern World

MWF 1:30-2:20 p.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 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 TOPs: (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

HIS 1150-006
TR 2:30-3:45 p.m.
Dr. Craig Bailey

TOP: 18th Century Europe and the 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 travellers who ventured beyond Europe, and the ways in which people in other parts of the world viewed Europe and Europeans, we will discover how the so called “Age of Discovery” changed Europeans as well the peoples they encountered. Points of contact, the moments of exchange, shaped these “global lives” and in turn those lives shaped history and the world. We might think of this approach as “de-centering” the early modern world, one that allows us to view aspects of the “global” in the making, a process that we are still grappling with today.

Attributes: Core History

HIS 1155-001
TR 8:30-9:45 a.m.

TOP: American Empire

Dr. Eugene McCarraher

Most Americans never think of the United States as an empire. Empire is ancient Rome, Victorian Britain, or Czarist Russia. In this view, if the United States has ever exercised anything even resembling imperial power, it has always been “reluctant” to do so; we have “stumbled” into global preeminence, like some drunken, off-duty superpower.

This course aims at dispelling this mythology. Far from being a “reluctant” superpower that “stumbled” into global hegemony, the United States has always been embarking on imperial quests to impose its will around the world. From the Puritan belief in God’s providential anointment of the elect to build a “city on a hill,” to the creation of a slave-owning “empire of liberty” to spread the fruits of liberal democracy and capitalism, to the genocidal conquest of native Americans otherwise known as “manifest destiny” or “westward expansion,” and to the declaration of a (short) “American Century” and even of “the end of history” in the 1990s, American history has always had imperial adventure at its heart. Our economy, our conception of “freedom,” and our everyday lives have depended on empire. Indeed, empire, as the historian William Appleman Williams once observed, has been a way of life for Americans.

In this course, we will examine the roots of American empire and the evolution of imperial justifications. We will explore how the quest for empire has shaped everything from the contours of its economic development to its conceptions of sexuality; how opposition to imperialism triggered anti-racist and anti-colonial ideas and movements; and how our economic and ecological turbulence may augur the end of American empire. Although we will pay attention to economics, politics, and foreign policy, the readings and assignments will focus primarily on empire’s domestic and cultural foundations.

Attributes: Core History

HIS 1155-002**TOP: Religion and Empire****TR 1:00-2:15 p.m.****Dr. Kaley Carpenter**

Through primary and secondary readings, film and literature, as well as through popular culture and current headlines, 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. 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.

*Attributes: Core History***HIS 1165-001****TOP: Global Markets, Equality and Inequality****TBA****Dr. Lawrence Little**

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

Requirements: There will be a 750-1000-word midterm and final examination and two 400-500-word analytical reviews of course readings. The analytical reviews are critical reflections that relate the readings *in your own words* to course themes. Each student will also write a 6-8-page research paper on an issue that the world currently faces. In addition, each week (10 in total) in 100-250 words, students will respond to a question raised by the week lectures or readings with the ability to respond to each other's thoughts.

All of the required readings will be on Blackboard or online. Your weekly readings will include two lectures on PowerPoint, 1 to 3 primary sources averaging 3 pages each. On a couple of weeks, you will have a secondary source to read instead of the primary sources. You will also read a short novella, [Voltaire, Candide](#) for one of the analytical reviews.

*Attributes: Core History, Distance Learning***HIS 1165-002****TOP: History through Travel****TR 11:30 a.m.-12:45 p.m.****Dr. Alex 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.

Attributes: Core History

HIS 1250-001

TOP: History of the Ancient Near East

MW 3:00-4:15 p.m.

Dr. Kelly-Anne Diamond

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinctive fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look at how one integrates non-literate societies into the historical framework of the Near East in order to get a comprehensive picture of the area.

This course will cover the time period from approximately 3200 BC to 1500 BC. After this point the Near East became very cosmopolitan and there was a significant increase in the interaction between different cultures, resulting in the transference of ideas, technology, etc.

This course will include two quizzes, a map test, a midterm exam, a final exam and a paper.

Attributes: Core History

HIS 1250-001

TOP: History of the Ancient Near East

TR 6:00-7:15 p.m.

Dr. Kelly-Anne Diamond

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art, objects and architecture. Despite the close proximity of these ancient cultures, they each developed in a unique and distinctive fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent. Contrasting with these two literate societies are the neighboring areas of the Levant and Nubia. Students will look

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Attributes: Core History

HIS 1903-001

Internship Elective

TBA

Permission of Chairperson required

HIS 2001-001

Investigating US History II

MWF 10:30-11:20 a.m.

Fr. Joseph Ryan

This course will investigate the history of the United States from 1877 to the present. The goal of the course is to not only to enhance our understanding of United States history, but also to improve our ability to critically analyze evidence and arguments and constantly review, and revise as necessary, our understanding of history. Using primary source documents and scholarly texts, we will investigate the evolution of the nation's social, cultural, and political institutions, with particular emphasis on issues of economics, political ideology, race, class and gender.

Throughout the course, we shall also emphasize process, that is, the sources and tools historians use in their discipline. Students will also gain a greater appreciation of historiography by examining some of the major questions which have occupied historians of this time period. As this course is writing enriched, there will be several writing assignments including a research essay based on primary sources. In addition, there will be two tests and a final exam.

HIS 2286-001

Irish-American Saga

MWF 1:30-2:20 p.m.

Fr. Joseph Ryan

Irish-Americans were once seen as a threat to mainstream society. Today they represent an integral part of the American story. More than 40 million Americans claim Irish descent and the culture of the Irish and Irish-Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish-American history beginning in the seventeenth century, through the famine and mass immigration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish-American experience.

Attributes: Diversity Requirement 1, Irish Studies

HIS 2309-001

Artifacts in History

MW 3:00-4:15 p.m.

Dr. Whitney Martinko

This course explores the ways that historians study things to learn about the past. Students will learn how to analyze objects, images, books, buildings, and landscapes as historical evidence. Readings introduce students to many interdisciplinary approaches to using objects to learn about the past, including historical archaeology, book history and material texts, vernacular architecture, food history, public history, and digital humanities. Students will write short

analytical essays and complete an object-based research project. Overall, this teachers students to look critically at the world around them as historians and analyze evidence of the past in museums, archives, ordinary objects, and daily landscapes.

HIS 3095-001

TOP: Egyptian Mummies & Modern Science

TR 4:00-5:15 p.m.

Dr. Kelly-Ann Diamond

This course focuses on the integration of Egyptology and Paleopathology. Aimed at students with minimal knowledge of these two fields, the initial lectures provide an introduction to the archeology, history, geography and living conditions of Ancient Egypt, and the medical background needed to understand the significance of findings in mummies.

The following part of the course will cover the religion of Ancient Egypt and funerary practices, including the significance of mummies. The scientific examination of mummies is a relatively recent phenomenon, starting in the late 19th century, with a marked expansion in the second half of the 20th century and continuing in the 21st with the application of modern technology such as computerized tomography and endoscopic guided biopsy. A dual focus is developed: the role of disease in its relationship to living conditions in Ancient Egypt how information derived from mummy studies provides information on the evolution of disease in humans.

HIS 3995-001

TOP: The Holocaust in Eastern Europe and in Global Memory

TR 1:00-2:15 p.m.

Dr. Michael Westrate

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.

Attributes: Russian Area Studies Concentration, Diversity I

HIS 3995-002

TOP: Medieval Church

TR 2:30-3:45 p.m.

Dr. Christopher Daly

This course offers a survey of the major challenges that the Catholic Church encountered between 800 and 1500. The issues that we will consider include the Carolingian Renaissance, the different iterations of Monasticism in western Europe, the increasing chasm between the Latin and Greek churches, the Investiture Crisis, the maturation of canon law, the First and Fourth Crusades, the growth of the papal monarchy, liturgical music and architecture, the development

of national churches, the spread of heretical movements, the Great Schism, and the strengths and weaknesses of the church on the eve of the Lutheran Reformation of 1517.

HIS 4395-001

TOP: Asia-Korean Civilization and Culture

MW 6:00-7:15 p.m.

Dr. Seok Lee

This gateway course surveys the history of Korea from early times to the present. We will study the establishment of various sociopolitical orders and their characteristics alongside major cultural developments. Covered TOPs include: state formation and dissolution; the role of ideology and how it changes; religious beliefs and values; agriculture, commerce, and industry; changing family relations; responses to Western imperialism; and Korea's increasing presence in the modern world as well as its future prospects. In particular, this class will focus on the colonial period (1910-1945) in order to understand the impact of the Japanese colonialism on modern Korea. Students will also be introduced to various interpretive approaches in the historiography. No prior knowledge of Korea or Korean language is presumed.

Attributes: Diversity Requirement 3, Asian Studies

HIS 4495-001

TOP: Anthropology and History of the Caribbean (1500-1900)

MW 1:30-2:45 p.m.

Dr. Cristina Soriano

European Conquest and settlement of the Americas coincided with the centralization of State power in Western Europe. Following Columbus, the Spanish established themselves first 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 Caribbean remained a crucial operational center of imperial control, commercial interactions, and agricultural endeavors. The colonization of the Caribbean was effected by six European powers (Spain, Britain, France, Holland, Denmark and Sweden) that competed for land, resources, native 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 Americas and creating spaces for European cultural expansion.

The Caribbean is, then, a region where multiple pasts intersect. The histories of European imperialism and colonialism, of the African Diaspora, of Native American resistance and culture of resilience, as well as the history of the Caribbean creole culture, all meet in the complexity of this region. Beginning with the foundational question: What is the Caribbean? This course offers a historical and anthropological approach to the study of the multiple pasts of the Caribbean, and explores how a region, grounded on European colonialism, Native American resistance, and African slavery and exploitation, shaped its own identity and entered modernity.

This course provides an overview of the history of the Caribbean and introduces methodologies of comparative and transnational history. Using Caribbean literature, primary sources (legal documents, newspapers, letters, and travel accounts), and specialized bibliography, 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, the formation of Colonial societies, and cultural exchange, social confrontation, and emancipation.

The course will allow students:

1. To analyze secondary sources and discuss author's arguments

2. To critically read, compare and contrast historical primary sources
3. To develop different projects to represent the past and our interpretations about it
4. To communicate in a group setting, develop oral skills, and express opinions and ideas about the events of past.

Attributes: Diversity Requirement 3, Latin American Studies

HIS 4620-001
TR 6:00-7:15 p.m.
Dr. Joseph Casino

TOP: 20th Century Military History

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 5501-001

Junior Research Seminar
Social History and Community Research

TR 10:00-11:15 a.m.
Dr. Craig Bailey

The primary objective of this course is to prepare students for the Senior Seminar in History. This is a “hands-on” course, in which students will gain practical experience of “doing” historical research. In this course we will be: visiting archives; identifying, handling, evaluating and critiquing primary sources; collecting and analysing data; figuring out how to choose a subject for research; and using secondary literature to advance and position your research. Our coursework and archival work will focus on the social history and communities of South-Eastern Pennsylvania and more particularly, of the townships and boroughs around Villanova University. The reason for this focus is that our local area has a rich, diverse and complex history that offers the potential to study a wide range of topics from the 18th to the 20th centuries including: immigration; urbanization and suburbanization; cultural practices; identities; race, gender and ethnicity; planning and the built environment; manufacturing, industry, and agriculture; politics; war; and education, to name a few. Furthermore, there are abundant primary sources for this area that are both available and accessible in local archives and online. Using census returns, newspapers, maps and additional sources, our class will reconstruct aspects of these local communities. By going through the different stages of the research process, students will develop the transferable skills needed to design and complete an independent project of their own choice in the Senior Seminar.

Attributes: A&S Research Requirement

Restrictions: Majors only

HIS 5501-001
MWF 11:30 a.m.-12:20 p.m.
Dr. Marc Gallicchio

Seminars in Historical Methodology

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 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.

There will be a series of short assignments that help students move incrementally through the process of research and writing. Students will regularly discuss their topics in class and comment on other students' work. The final product will be an article-length paper, approximately 25-30 pages long, and a presentation to the seminar.

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

Restrictions: Senior Majors only

HIS 5515-001

Permission of Chairperson required

Restrictions: Sophomore, Junior, Senior Majors only

Independent Research