HIS 1060-001
T R 10:00-11:15 a.m.
Dr. Hibba Abugideiri
This course explores the historical cross-cultural influences and conflicts between “the Islamic world” (primarily in the area that is today the Middle East) and “the West,” with particular emphasis on the modern period (post 1800). We will do this by examining various aspects – like science, literature, architecture, religious and political ideas, popular culture and the media – in order to determine the shifting directions cultural influence has historically moved over time between these geographic entities and why.
Attributes: Core History, Arab and Islamic Studies, Peace and Justice

HIS 1060-002
M W F 12:30-1:20 p.m.
Dr. Rebecca Winer
Christians, Jews, and Muslims lived together in Spain from 711-1492 CE often in the same villages and towns. We will learn about these three religions then analyze how religious coexistence functioned in the Iberian Peninsula and when and why it broke down. The time frame covers changing political relations between Muslims and Christians—aka the Muslim Conquest, the Christian "Reconquista," and what 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 backgrounds of modern historians (religious, political, and other) shape their understanding 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. Are you intrigued by the Middle Ages? Do you wish you knew more about Islam and/or Judaism? And/or are you a Spanish language student who wants to learn more about how Spanish culture formed? Then this is the course for you! However, no previous background on any of these subjects is required.
Attributes: Core History

HIS 1065-001
M W F 10:30-11:20 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 1070-H01  
British Empire  
M W 8:00-4:15 p.m.  
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, Honors Seminar

HIS 1075-001  
Topic: Global Women and Daily Life  
M W 4:30-5:45 p.m.  
Gina Talley  
This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs, and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine the lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses. Attributes: Core History, Peace and Justice, Gender and Women’s Studies

HIS 1075-002  
Topic: Significance of Race in America  
T R 10:00-11:15 a.m.  
Dr. Angelo Repousis  
Why were relations between Native Americans and whites violent almost from the beginning of European settlement? How could slavery thrive in a society founded on the principle that "all men are created equal"? How comparable were the experiences of Irish, Jewish, and Italian immigrants, and why did people in the early 20th century think of them as separate "races"? What were the causes and consequences of Japanese Americans' internment in military camps during World War II? Are today's Mexican immigrants unique, or do they have something in common with earlier immigrants? This course deals centrally with the social process by which societies create racial and ethnic groups and define their place in relation to other racial or ethnic groups. Because the emergence of racial and ethnic groups is a historical process, the course will examine American history from the colonial period to the present in order to understand the changing ways that Americans have viewed each other and divided into groups. In short, the course will be rooted in specific processes in American history but will examine how America formed groups that are given power and prestige, recognized as "real" Americans, discriminated against, marginalized, enslaved, or killed.  
Attributes: Core History
**HIS 1075-100**  
**Topic: Global Women and Daily Life**

**M W 6:00-7:15 p.m.**

**Gina Talley**

This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs, and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine the lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

*Attributes: Core History, Peace and Justice, Gender and Women’s Studies*

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**HIS 1075-DL1**  
**Topic: Significance of Race in America**

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

**Dr. Angelo Repousis**

Why were relations between Native Americans and whites violent almost from the beginning of European settlement? How could slavery thrive in a society founded on the principle that "all men are created equal"? How comparable were the experiences of Irish, Jewish, and Italian immigrants, and why did people in the early 20th century think of them as separate "races"? What were the causes and consequences of Japanese Americans' internment in military camps during World War II? Are today's Mexican immigrants unique, or do they have something in common with earlier immigrants? This course deals centrally with the social process by which societies create racial and ethnic groups and define their place in relation to other racial or ethnic groups. Because the emergence of racial and ethnic groups is a historical process, the course will examine American history from the colonial period to the present in order to understand the changing ways that Americans have viewed each other and divided into groups. In short, the course will be rooted in specific processes in American history but will examine how America formed groups that are given power and prestige, recognized as "real" Americans, discriminated against, marginalized, enslaved, or killed.

*Attributes: Core History, Fast Forward Course, Distance Learning*

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**HIS 1155-001**  
**Topic: Transatlantic Revolutions in the Modern World:**

**M W F 9:30-10:20 a.m.**

**Dr. Emil Ricci**

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and the French colony of Haiti. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a long period of political and social instability. By the late eighteenth century, revolutions erupted in America and Haiti in which old regimes were destroyed and replaced by new political and social systems. The scope of each of these movements was extensive, leading not only to new societies but to new ideas and institutions.

By examining the English Civil War and Revolution of the 1640s, the American Revolution,
and the Revolution in Haiti, students will have an opportunity to investigate three main topics: (1) how historians have interpreted these movements, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and Haitian movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attributes: Core History

HIS 1155-002
M W F 11:30-12:20 p.m.
Dr. Emil Ricci
Revolutions are political movements which aim to change the established political and sometimes social systems. Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, Colonial America, and the French colony of Haiti. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a long period of political and social instability. By the late eighteenth century, revolutions erupted in America and Haiti in which old regimes were destroyed and replaced by new political and social systems. The scope of each of these movements was extensive, leading not only to new societies but to new ideas and institutions.

By examining the English Civil War and Revolution of the 1640s, the American Revolution, and the Revolution in Haiti, students will have an opportunity to investigate three main topics: (1) how historians have interpreted these movements, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources students will read, selected primary sources will be assigned for analysis and discussion. Ultimately, students should acquire an in-depth understanding of the English, American, and Haitian movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attributes: Core History

HIS 1150-003
M W F 8:30-9:20 a.m.
Dr. Cristina Soriano
By looking at Africa, the Americas and Europe as equal partners in the emergence of the Renaissance, this course seeks to understand the forging of the Renaissance societies and the way they rethought and reshaped early traditions. The course will explore how the European experiences with Africa and the Americas influenced central themes such as nature of power and authority, good and evil, ethical philosophy, ethnography and the representations of the “others,” race and slavery, as well as views on women and their roles in society.

Using mostly “literary works,” travel accounts and chronicles, and political texts, the course aims to explore cultural encounters, impositions and struggle among Europeans, Africans and Natives Americans in the construction of the Atlantic World. The course will look into Columbus’ letters, Cortés descriptions of the Conquest of Mexico, Chronicles by Sir Walter Raleigh, and Letters by Alvar Nuñez, and Guaman Poma de Ayala, as well as indigenous writings on the Nahua, and Huarochirí peoples. We will also look into the philosophical debates among De Las Casas, Ginés de Sepúlveda, Vitoria and Soto regarding the nature and character of the native people of America, and their political organization and morality.
The course seeks to understand how the European conquest and colonization of the New World and the African Slave trade profoundly affected Africa, the Americas, and Europe economically, politically and culturally, creating a common space for criticism about the politics of the Colonial states, the exploitation of the “others” and the configuration of “modern” societies.

Attributes: Core History, Latin American Studies

**HIS 1150-004**  
**Topic: Slavery in the Modern World**  
**M W 1:30-2:45 p.m.**  
**Dr. Judy Giesberg**  
This course will compare the experience of slavery in the French and British Caribbean with that in the antebellum U.S., examine abolition and emancipations in the Atlantic context, and consider what political, economic, and racial structures emerged in slavery’s aftermath. The course will make comparisons to contemporary trafficking that has largely developed along similar lines.

Attributes: Core History, Peace and Justice

**HIS 1150-005**  
**Topic: Europe in the 18th Century World**  
**T R 4:00-5:15 p.m.**  
**Dr. Craig Bailey**  
This course uses early modern Europe, and the particular cases of Britain and France, to introduce students to the discipline of History and to the nature of historical inquiry at the university level. The first half of the course focuses on some of the main themes of early modern European history including the rise and consolidation of state power; trade, commerce, and finance; the enlightenment; and the rise of the public sphere. By consulting a variety of readings on each topic, we will see how applying different approaches and asking different questions can prompt us to look at familiar issues in new ways. The second half of the course turns from an examination of European state and society, of and within itself, to look at European encounters with other parts of the world. Readings and class discussions will consider global approaches to shift perspective and develop alternative frameworks for thinking historically. We will explore how “discovery” in the both the Atlantic and Indian Ocean Worlds changed Europeans as well the peoples and places they encountered. Points of contact, moments of exchange, and the development of relationships shaped the production of “global lives” and in turn those lives shaped history and the world. We might think of this approach as “de-centering” the early modern world, one that allows us to view aspects of the “global” in the making, a process that we are still grappling with today.

Attributes: Core History

**HIS 1155-001**  
**Topic: America in the Age of Revolution, 1776-1848**  
**T R 8:30-9:45 a.m.**  
**Dr. Angelo Repousis**  
The American Revolution was a transcendent international event that affected not only the United States, but also Europe and other parts of the world. Americans threw off aristocracy and monarchy, which had dominated European society for centuries, and offered a new dignity to the average man through the promotion of democratic republicanism, self-government, and liberty. The American Revolution inspired the even more radical French Revolution (1789) and also established a precedent with the first successful anti-colonial nationalist revolt, providing a model that would be emulated by scores of nations in subsequent years.

In this course we will take a thematic and topical approach (as opposed to a traditional survey) to study how the American Revolution inspired revolutions throughout Europe and the Atlantic world in the eighteenth and nineteenth centuries. In doing so, we will explore how the radical ideas of American founders such as Paine, Jefferson, Franklin, Madison, and Monroe set the pattern for democratic revolutions, movements, and constitutions in France, Britain, Ireland, the Netherlands, Belgium, Poland, Greece, Haiti, and Spanish America. To what extent did foreign leaders explicitly follow the American
example and espouse American democratic values will be a main theme of this course. The American Revolution was not without its contradictions, however, and there are those scholars who have argued that Americans fought mainly to preserve their rights as Englishmen more than to blaze a new revolutionary path. This course will also explore to what extent Americans’ virtually universal endorsement of republican revolutions abroad translated into unanimity regarding the nation taking a more active part in the future political reformation of Europe through the support of all liberal and national revolts. While most Americans welcomed national uprisings on the scale of the French Revolution, few felt obligated to assist them in their struggle for freedom.

Attributes: Core History

HIS 1155-002

Topic: US Black Freedom Movement

T R 8:30-9:45

Dr. Theresa Napson-Williams

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

Attributes: Core History, Peace & Justice

HIS 1165-001

Topic: Soccer and the Making of the Modern World

M W F 9:30-10:20 a.m.

Dr. Paul Steege

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with the growth of industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific local/national examples to investigate its particular themes in greater depth and to locate them in time and place.

Attributes: Core History

HIS 1165-002

Topic: Soccer and the Making of the Modern World

M W F 11:30-12:20 a.m.

Dr. Paul Steege

This course will use soccer as a lens to examine the evolution of politics, culture, and society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence in conjunction with the growth of industrialism and global imperialism, we will examine a range of themes such as class, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific local/national examples to investigate its particular themes in greater depth and to locate them in time and place.

Attributes: Core History
HIS 1165-003  
**Topic: Philadelphia Global City**  
**M W 1:30-2:45 p.m.**  
**Dr. Whitney Martinko**

A city known for its local neighborhoods and its international influence Philadelphia arguably has been a global city since its inception in 1681. This course traces the history of Philadelphia from the seventeenth century through today to teach students the necessity of analyzing local urban issues in historical and global context. Students will learn how 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, lectures, and class discussions will teach students how to interpret texts, maps, urban plans, landscapes, and photographs as historical evidence. They also will survey the ways that historians define cities – as built environments, nodes of colonial power, social networks, cultural landscapes, centers 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; public health; blight and renewal; class, race, and ethnic conflict and cooperation; economic and environmental development; communal and individual claims to property; and preservation.

*Attributes: Core History*

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HIS 1165-004  
**Topic: Commodities and Global Capitalism**  
**T R 11:30-12:45 p.m.**  
**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*

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HIS 1165-005  
**Honors: Suffering and Progress in the 20th Century**  
**T R 1:00-2:15 p.m.**  
**Dr. Michael Westrate**

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

Attributes: Core History

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, Distance Learning

HIS 1250-001 Topic: Ancient Citizenship
M W 3:00-4:15 p.m.
Dr. Eliza Gettel
We will investigate how ancient Greek and Roman societies understood citizenship. In doing so, we consider the 'dark sides' of Spartan society, Athenian democracy, and the Roman Republic. These three societies defined citizenship very narrowly. Therefore, you will step into the sandals of different groups, both those included in the political process (male citizens) and those excluded (e.g., women, immigrants, enslaved persons). The highlight of the course is a historical role-playing scenario, during which you will assume the identity of a real ancient Athenian citizen and debate the future of Athens. You will leave the course with a deeper understanding of how citizenship operates in society and the use of Greek and Roman states as models for the modern world.

Attributes: Core History, Classical Studies

HIS 1903-001 Internship Elective
TBA
Dr. Whitney Martinko
Permission of Chairperson required.

HIS 2001-001 United States 1914-1945
M W F 12:30-1:20 p.m.
Fr. Joseph Ryan
This course traces major developments in the United States from the beginning of World War I to the end of World War II. The course will explore the presidencies from Theodore Roosevelt to Franklin Roosevelt. The course will emphasize the influence of Progressive ideas in shaping liberalism and the state. This course reflects the effort to present a social history from the period of 1914 to 1945. This course will attempt to interpret the past by tracing the changing understanding of American freedom, and how they shape social movements and political and economic events. 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. The course will utilize primary sources to interpret the past. There will be two tests and a final exam in the course. In addition, there will be a research paper.

HIS 2252-001 US Foreign Relations
M W F 11:30-12:20 p.m.
Dr. Marc Gallicchio
This course examines U.S. foreign relations from the outbreak of World War I to the Present. We will look at the growth of American global influence during the twentieth century and pay special attention
to the American experience with war, peacemaking, empire and decolonization, and globalization after the Cold War.
Throughout the course we will be discussing the following themes:
1. the changing definition of national security in the 20th and 21st centuries.
2. the related ideas of American exceptionalism and America’s mission.
3. race and foreign relations.
4. the tension between independent internationalism (what is often called unilateralism) and collective security in American diplomacy.
5. economic expansion and liberal developmentalism.
One purpose of this course is to familiarize students with the major issues in modern American foreign relations. A second goal is to introduce students to the different schools of scholarly opinion regarding those issues. A third is to acquaint students with the sources and methods that historians of American foreign relations use in their research.

HIS 2278-001 Native American History
T R 2:30-3:45 p.m.
Dr. Paul Rosier
The story of Native America is one of violence, tragedy, marginalization, adaptation, resilience, resistance, and renewal. In reading Native American voices found in primary documents, autobiography, fiction, film, case studies and narrative history we will explore Indian cultures, intercultural relations, assimilationist tendencies in federal policy, intra-tribal social conflict, shifting ethnic identities, gender relations, and self-determination movements. Class sessions will cover colonial-era Indian-white contact, the Removal period, Indian-white wars and the creation of the reservation system, the allotment era, the Indian New Deal, the Termination era, Red Power politics, and the contemporary struggles for sovereignty. The objectives of our endeavor are four-fold: examine the important political, economic, cultural and social changes that have occurred in Native America since 1491 (or thereabouts); critically assess the history of federal Indian policy; analyze primary sources, the raw materials of history; and utilize diverse materials in writing a research paper. In the process, we will gain the perspective of Native Americans, re-think American history, and sharpen our analytical and communication skills. This is not a lecture course. Together we will investigate the various dimensions of the Native American experience and the contours of Indian-white relations.
Attributes: Diversity Requirement 1, Peace & Justice

HIS 2286-001 Irish-American Saga
M W F 9:30-10:20 a.m.
Fr. Joseph Ryan
Irish Americans were once seen as a threat to mainstream society; today they represent an integral part of the American story. More than 40 million Americans claim Irish descent and the culture of the Irish and Irish Americans have left an indelible mark on society. The scope of the course will reflect the main issues in Irish American history beginning in the seventeenth century, through the famine and mass immigration of the nineteenth century, to the present day. The course will help students understand the complexity of the Irish American experience.
Attributes: Diversity Requirement 1, Irish Studies, Peace and Justice

HIS 2993-001 History Internship
TBD
Dr. Whitney Martinko
Permission of Chairperson required.
American History: LGBTQIA+ Histories

HIS 2998-001
T R 4:00-4:15 p.m.
Dr. Sage Milo
This course will examine key topics in the U.S. LGBTQ+ history from the late 19th century to the present. Using primary and secondary sources, the course will address the changing definitions, understandings, experiences, and meanings of sexual and gender identities. It will also highlight the intersections of sexuality and gender with other social identities such as class, race, region, and nationality. The course focuses on the historicity of sexuality and gender, meaning their changing character over time in relation to other social, economic, legal, political, and cultural phenomena. The course is organized chronologically, focusing on several topics in each period. The materials used for this course will be primary and secondary textual sources, as well as visual and audio sources (e.g., documentaries, podcasts, photographic evidence). The course will cover topics such as the history of hetero- and homosexuality, transgender history, the impact of colonization on understandings of gender and sexuality, LGBTQ+ social movements and activism, archiving the LGBTQ+ community, historical narratives, and more. Analyzing a variety of primary and secondary sources independently and discussing them in class will allow students to draw connections between the past and the present, contextualize current debates about and understandings of LGBTQ+ identities and issues, and complicate some common narratives of change, continuity, and progress.

Attributes: Cultural Studies, Gender and Women's Studies

Topic: Superpower America

HIS 2998-DL1
W 6:00-7:30 p.m.
Dr. Angelo Repousis
This course surveys the history of U.S. foreign relations from the end of World War II to the present. It focuses on the ways that political, economic and cultural forces, both at home and abroad, helped shape America's relationship with the wider world. The course deals with issues such as the American response to the challenge of war; the impact of anti-Communism on American society and foreign policy; the role of economic interests in shaping U.S. foreign policy; and the creation of the national security state during the Cold War. This course shows the many ways that the United States has deployed its power during what is often called the American Century.

Attributes: Core History, Cultural Studies, Distance Learning, Fast Forward Course

This is Sparta!

CLA 3040-002
T R 4:00-5:15 p.m.
Dr. Andrew Scott
Sparta continues to be one of the most intriguing and perplexing of societies in the ancient Greek world. In this course we will examine the political and social history of this fascinating city-state, including Sparta’s unique governmental system and social customs and institutions such as communal dining, marriage rituals, and helotage (Sparta’s system of slavery). We will also consider the reception of Sparta, from an Enlightenment utopia to its use by contemporary white supremacist groups.

Attributes: Advanced Literature A & S Core, History

Topic: Seven Wonders of the Ancient World

HIS 3095-001
M W 1:30-2:45 p.m.
Dr. Kelly Diamond
Travel back in time and visit the famous seven wonders of the ancient world! Along the way, explore four different ancient societies: Egyptian, Babylonian, Greek, and Roman. The course is team-taught. Your guides will be an Egyptian archaeologist (Dr. Diamond) and Greco-Roman historian (Dr. Gettel). Class units will revolve around the famous ‘seven wonders’: the Great Pyramid at Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum
at Halicarnassus, the Colossus of Rhodes, and the Lighthouse of Alexandria. Over the course of the semester, you will learn not only about the wonders themselves but also about archaeology, historiography, and the modern reception of these ‘things to be seen’.

Attributes: Classical Studies

HIS 3095-002  
Topic: Ancient Egyptian Mummies and Modern Science  
M W 3:00-4:15 p.m.  
Dr. Kelly Diamond and Dr. Lee Zimmerman  
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  
Topic: History of London  
T R 2:20-3:35 p.m.  
Dr. Craig Bailey  
What do gin drinking, Jack the Ripper, Suffragettes smashing shop windows, and carnivals reveal about perceptions of crime and public order? Why do the British Houses of Parliament, rebuilt in the 19th century, look like a Gothic fantasy that might have been constructed hundreds of years earlier? How can a train station like King's Cross be used as a gateway to explore real historical landscapes as well as imagined wizarding worlds? And what can the building of an Olympic village tell us about urban development, housing and the poor?  
This course addresses such questions by examining the history of London. By paying close attention to the relationships between built environments and the people who inhabited them, students will learn how to read the city historically and to navigate London's development from an outpost of the Roman Empire to a global city.  
Initial lectures and class discussions will investigate the early history of London to help students to acquire necessary background information and context, while the bulk of the course will focus on the 18th century to the present. In order to set the stage for understanding the relationship between people and place, we will examine how merchants worked to make the City of London the capital of international trade and finance, and how fashionable elites sought to make the West End the center of culture and politics. This simplistic division between "City and Court" is useful to highlight general trends, yet the geographies of London, like any city, were infinitely more complex, as we will discover by considering the lives of the poor, and the role of London as a "slave metropolis."  
While the remainder of the course will proceed chronologically through the 18th, 19th, and 20th centuries, thematic links run through the different course units to allow room for an exploration of three key issues across time. Discussions of the 18th-century gin epidemic, the 19th-century Whitechapel murders, and 20th-century race riots will provide us with the means to probe the relationships between crime and public order. The Great Fire that destroyed much of the city in the 17th century, the building of the grand promenade known as Regent Street in the 19th century, and the neoliberal construction project of the London Docklands in the 20th century will help us make sense of urban development and city planning. While an examination of the rise of conspicuous consumption, the meanings of goods, and
the development of the department store as a new space of shopping, will expose the intersections between consumerism, status, identity, and politics. This course is open to all students, including those curious about cities and urban studies, British history, as well as those interested in enhancing their travel/study abroad experiences in a city like London.

**HIS 3995-002**  
**Topic: Medieval to Early Modern Church**  
**T R 4:00-5:15 p.m.**  
**Dr. Christopher Daly**  
This course will examine the cultural, theological, and administrative history of the Roman Catholic Church between the ninth and sixteenth centuries. Topics covered will include the effects of the Carolingian state on the vitality of the western church, the dominance of various forms of monasticism, the rise of the universities, the twelfth-century Renaissance, influential secular and religious women, examples of Romanesque and Gothic architecture, the increasing sophistication and complexity of polyphonic music, the apogee of papal power under Innocent III, the reach of the Fourth Lateran Council, the Avignon papacy, the heterodoxy of Wycliffe and Huss, expressions of lay piety, the vitality and shortcomings of the late-medieval church on the eve of the reformation, and the critiques of Luther.

**HIS 4324-001**  
**Modern East Asia II**  
**T R 2:30-3:45 p.m.**  
**Dr. Andrew Liu**  
This is the second half of a two-part course examining the modern East Asia region over the past 125 years. In particular, we focus on the histories of China, Japan, and Korea, with attention paid to Taiwan and Hong Kong. This semester covers, roughly, the arc from the end of the second Sino-Japanese War, aka “World War II,” into the contemporary world. We begin with the last years of the war when US involvement in the Pacific theater changed the course of the battle between China and Japan. East Asia paralleled events in the rest of the world, as the Japanese empire was put on trial for its war crimes, and colonial holdings in Korea, Taiwan, and China gradually negotiated and fought for independence and new governments. This course fulfills the “diversity 3 attribute” in the Villanova catalogue. It explores the cultural, social, and economic histories of the East Asia region and how its regional societies have defined themselves in the twentieth century, especially in relationship to the challenge of US power, the expansion and decolonization of the Japanese empire, and the recent economic “miracles” of China and northeast Asia. Events addressed shall include: the Chinese Civil War (1945-1949), the establishment of the People’s Republic of China (1949), the new Republican government in Taiwan, the Korean War (1950-1953) and its bifurcation of the Peninsula, and the creation of a new US-Japanese alliance guiding postwar recovery. In the middle of the term, we track the parallel trajectories of socialist experiments in China and North Korea alongside the “miracle economies” of Japan, South Korea, Taiwan, and Hong Kong. We also take a detour to look at how the US-East Asia relationship transformed migration policies and the creation of a new generation of Asian America. Finally, we look to the liberalization in China, starting in the 1980s, and try to figure out how the “rise” of China challenged established ideas about the Asia-Pacific as a region led by US and Japanese interests, a question that remains relevant in the 21st century. Rather than a single textbook, I will draw upon readings from different authors specializing in different regions. I also want to bring in primary sources that will give students a real-life feel for the complex language and texture of daily life in East Asia at the time.  
*Attributes: Asian Studies, Diversity Requirement 3*
HIS 4620-001  
T R 1:00-2:15 p.m.  
Dr. Joseph Casino

This course involves an investigation of the causes, nature, and legacies of the major wars of the 20th century. The cultural, political, and social backgrounds of the combatants will be explored, as well as the civilian “home front.” Of course, the two world wars will be especially featured because of their magnitude and cost, but some consideration will also be given to more limited conflicts like those in Korea, Bosnia, and Vietnam. 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, intelligence, communications, morale, and leadership.

HIS 4995-001  
M W F 10:30-11:20 a.m.  
Dr. Rebecca Winer

In this course we will study the distinctive global systems of slavery that existed between c. 400-1450CE in the Islamic World, Europe, Asia, and the Americas, and the effects of differing possibilities for obtaining freedom, racist ideologies, and stereotypes about the enslaved, and legal and cultural regulations of captivity, slavery, the sexuality, and motherhood of enslaved women. We will analyze legal justifications for slavery (slavery and war, crusade, religious tensions, and “just sales”) and the economics of how and why slavers/traffickers and purchasers benefitted from the reduction of human beings to chattel. The global approach allows us to explore which, if any, aspects of slavery were inherent to slavery as an institution; and which features of different systems of slavery were particularly oppressive and why. This is important background to the history of slavery in the Antebellum North American South because that institution embodied many of the most soul-destroying aspects of what slavery can be. It is important today in understanding the legacy of slavery in the USA and because slavery still exists and the ideologies around it continue to cloud the way that many view sex-trafficking and human-trafficking now.

Attributes: Diversity Requirement 3, Peace & Justice

HIS 4997-001  
T R 1:00-2:15 p.m.  
Dr. Hibba Abugideiri

This course is the pilot of the University Race & Justice Course (URJC), which will soon be required of all Villanova students. It is anchored in the social justice teachings of antiracism, which shapes both the course content and all requirements and expectations (i.e., assignments, class policies, teaching approaches, grading, etc.). Antiracism, put differently, defines what we study and how we study it. Therefore, this course is untraditional and even innovative in its course design. As a pilot, we will experiment with a variety of antiracist content, pedagogical approaches, and practices as well as draw on multimedia sources that collectively push us to wrestle more seriously with questions of power, race, difference, and social justice. By taking this pilot, you agree to be surveyed and offer evaluations of the course as well as be recorded throughout the semester. Your feedback and critiques will help us gauge the degree to which the course design and materials cohere and effectively meet the antiracist learning outcomes of the course, identified below.

Attributes: Diversity Requirement 1, Diversity Requirement 2, Peace and Justice
Seminars in Historical Methodology

Dr. Paul Rosier

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.

Attributes: Writing Intensive Requirement

HIS 5515-001 Independent Research

TBA

Permission of Chairperson required

Restrictions: Sophomore, Junior, Senior History Majors only