

Department of History
Undergraduate History Course Descriptions
Fall 2023

HIS 1065-001

Topic: The History of Disease

M W F 12:50-1:40 pm

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 also explore the social construction of disease. In the absence of scientific medicine, different fears and prejudices shape beliefs about disease, and the treatment of patients in different cultures. 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. These aims will be accomplished through the exploration of disease outbreaks throughout history. The course will utilize primary sources for discussion and scholarly works of medical history. One ten-page paper and three examinations are required to complete the course.

Attributes: Core History, GEV Soc Sc & Humanities, Sustainability-Humanities Stem

HIS 1150-001

Topic: Transatlantic Revolutions in the Modern World

M W F 9:35-10:25 am

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, British North America, and the Kingdom of France. The English Civil Wars and Revolution of the 1640s resulted in the execution of a King and a prolonged 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 structures. The scope of each of these movements was extensive, leading not only to new societies but to new ideas and institutions.

By examining the English Civil War and Revolution of the 1640s, the American Revolution, and the French Revolution of 1789, students will have an opportunity to investigate three main issues: (1) how historians have interpreted these movements, (2) why revolutions occurred in these countries, and (3) the impact of revolutionary violence on ordinary people. Discussion of why revolutions occur and different theories of revolution will also be examined. In addition to the secondary sources assigned, students will read selected primary sources for analysis and discussion. In addition, a comparative historical analysis will be used, giving students the opportunity to *compare* these revolutions to identify the similarities and differences of each movement. By the end of the course, students should acquire an in-depth understanding of the English, American, and French movements, focusing upon why these revolutions developed and how they influenced the modern world.

Attributes: Core History

HIS 1150-002

Topic: Transatlantic Revolutions in the Modern World

M W F 11:45-12:35

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Attributes: Core History

HIS 1150-003

Topic: Europe and the 18th Century World

T R 4:00-5:15 pm

Craig Bailey

This course uses the case of early modern Europe, and more particularly Britain and France, to introduce students to the discipline of History and to the nature of historical inquiry at the university level.

The underlying theme of the course is "starting points", and our main objective is to consider what happens to our understanding of history when we use different starting points for analysis. By exploring a variety of topics and readings, we will see how switching analytical "lenses" and applying different approaches can lead to new discoveries and fresh perspectives about the past and the people who inhabited it. These discoveries and refreshed perspectives will help us figure out how to ask better historical questions and to better identify what is at stake politically, socially, culturally and economically, with the production of history.

The course is divided into three sections. The first section begins with arguably the most common and familiar starting point, what I have chosen to call the "textbook approach" to history, and focuses on some of the broader themes relevant to early modern Europe including the rise and consolidation of state power; trade, commerce and finance; the enlightenment and the rise of the public sphere; and public order. The second section revisits those same themes from different analytical starting points such as space, cultural history, art, gender and the individual, to explore some of the ways that scholars have sought to expand the possibilities of historical inquiry.

The third and final section turns from a focus on 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 as 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.

Graded assessment includes three exams (one for each section), a research paper, and class participation.

Attributes: Core History

HIS 1150-004**Topic: Global Brazil****M W R 12:50-1:40 pm****Gray Kidd**

When North Americans think of Brazil, they typically picture the enormous statue of Christ the Redeemer who looks over the “Marvelous City” (Rio de Janeiro) and perhaps samba and soccer. This course examines the complex historical trajectory of the world’s fifth and sixth largest country in terms of its population and economy, respectively, from its inception as a Portuguese trading post through its meteoric ascent as an emerging global power. We seek to broaden our understanding of how Brazil has been “made” by forces from within and without by tracing the movement of goods, ideas, and people across its 523-year history. Our work will draw on a variety of historical products including archival documents, artworks, films, music, scholarly books, travel accounts, and more. No previous coursework in Latin American history is expected or required.

*Attributes: Core History***HIS 1155-001****Topic: Black Freedom Movement****T R 8:30-9:45 am****Theresa Napson-Williams**

When Dr. W. E. B. Du Bois famously declared that “the problem of the twentieth century” was “the problem of the color line,” his analysis was not confined to the United States. African American struggles for civil and human rights have historically been connected to global campaigns against slavery, colonialism, and racial apartheid.

This course will explore how a wide range of African American intellectuals and leaders articulated global visions of freedom to advance African Americans issues and concerns. The course will also examine how global events have informed and impacted the black freedom struggle on the American home front.

African Americans challenged and protested their second-class status and the violence against them after Reconstruction. However, with the coming of World War I, they began to connect their struggles to global issues, events, and people. As a result, their battles for civil rights and democracy would draw the attention of the world and help to compel the American government to prioritize freedom and democracy for African Americans. The global spotlight on African American struggles in America assisted in elevating their concerns. However, it also revealed the shortcomings of such an approach as well as some American’s seemingly unrelenting commitment to racism and discrimination.

This course will examine African American history from the birth of Jim Crow segregation to the rise of BlackLivesMatter. Students will pay special attention to the strategies and tactics devised and employed by African American activists-men and women- as they worked to shape foreign policy, influence world events and advance African American freedom and the liberation. Topics may include but are not limited to: African American intellectuals and the rise of Pan-Africanism, World War II and the Double Victory campaigns, Cold War civil rights struggles, the global dimensions of black power and black feminism, and mass incarceration as the New Jim Crow.

*Attributes: Core History, Africana Studies, Peace & Justice***HIS 1155-002****Topic: Environmental Changes in North America****M W 4:45-6:00 pm****Julia Mansfield**

We will explore human-environment interactions in the history of North America from the colonial period to the nineteenth century. Our topics will include how Native Americans adapted to their environment, how colonization changed ecosystems, how environmental theories of health contributed to racism, and how fossil fuel energy changed the daily life of every American. This course will enrich students’ understanding of both American history and contemporary environmental issues.

Attributes: Core History, GEV Soc Sc & Humanities, Sustainability-Humanities Stem

HIS 1155-003

Topic: America in the Age of Revolution 1776-1848

T R 8:30-9:45 am

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 1155-004

Topic: America in the Age of Revolution 1776-1848

T R 10:00-11:15 am

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Attributes: Core History

HIS 1165-001

Topic: Soccer and the Making of the Modern World

M W R 8:30-9:20 am

Paul Steege

Whether you are a diehard soccer fanatic or know nothing about the sport, this course offers a unique lens to investigate the evolution of politics, culture, society from the nineteenth century to the present. In exploring the history of soccer, a sport that grew to global prominence with industrialism and global imperialism, we will examine a range of themes such as class, race, and gender, urbanization, nationalism, globalization, consumerism, spectatorship, and American exceptionalism. Although global in focus, the course will use specific national, local, and even personal examples to investigate its diverse historical themes in greater depth and to locate them in time and place.

In addition to an in-class midterm exam, students will be asked to complete a variety of writing assignments that may include game reports, informal blogposts, media critiques, and research reports on primary historical sources.

Attributes: Core History

HIS 1165-002

Topic: Global Migration

M W F 10:40-11:30 am

Joseph Ryan

This course will explore the impact of global migration in human history from dawn of time 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, refugees, 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.

Attributes: Core History, Peace & Justice

HIS 1165-003

Topic: Environmental History in Early Modern Europe

M W F 11:45-12:35 pm

Caroline Murphy

When, where, and how did the environmental crises of our present begin? While people first began to notice and measure the detrimental effects of human activity on the natural world over the last 200 years or so, modern ideas and practices of environmental exploitation can be traced back to the early modern period (ca. 1400–1800) in Europe. At this time, a rapidly growing population, expanding global market economy, fierce imperial rivalries, and a cooling planetary climate placed new pressures on the landscape and its natural resources and transformed human perceptions of what we today call the “environment.” Focusing on Europe and its global contact zones in Asia, Africa, and the Americas, this course investigates how early modern societies thought about and transformed the environment. Topics will include agriculture, deforestation, water control, mining, disease, and natural disasters. Beyond introducing students to environmental history as a discipline, this course will use the natural world as a lens for exploring many canonical moments in early modern history, such as state formation, colonization, and the rise of the natural sciences.

Attributes: Core History, GEV Soc Sc & Humanities, Sustainability-Humanities Stem

HIS 1165-004
T R 10:00-11:15 am
Maghan Keita

Topic: Global Africa III

Africa is no vast island, separated by an immense ocean from other portions of the globe, and cut off through the ages from the men who have made and influenced the destinies of mankind. She has been closely connected, both as source and nourisher, with some of the most potent influences which have affected for the good the history of the world. (Blyden 1880)

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

The course challenges conventional notions of History and how History is done. Focused encounter with primary and secondary sources will serve as the basis for a set of reflective arguments by the student that will 'place' Africa, Africans, and the cultural productions of African peoples in the world as agents of that world's construction.

Attributes: Core History, Africana Studies, Peace & Justice

HIS 1165-005
M W F 9:35-10:20 am
Joseph Casino

Topic: War and Society in the Premodern World

Our major themes are the cultural, economic, and religious influences on the origins and evolution of human warfare, and the changes in the reasons, types, and methods of warfare before the industrial age. A global perspective in ancient warfare will gradually narrow to a more Euro-centric focus, but always with comparisons with non-European styles of warfare and mutual influences between them. Where relevant, Western just-war theories will be compared to those from other cultures. Geography, climate, terrain, and engineering as factors in warfare will be featured. The debate over the early modern Military Revolution will engage us in discussions as will the impact of the Gunpowder Revolution on the formation of nation-states. The human element in pre-mechanized combat and the psychological aspects of that type of combat will be discussed. Consideration of civilians in pre-modern warfare will be paramount throughout the course.

Skills you should expect to derive from this course include:

1. An understanding of the reasons for war: the nature vs. nurture debate.
2. An acquaintance with prehistoric and primitive types of warfare.
3. An enhanced understanding of the importance of war and military institutions in the development of society and culture.
4. A more comprehensive awareness of the reasons for wars and the consequences of those wars.
5. A global understanding of the differences in war-making attitudes and practices.
6. An awareness of the intersection of European and non-European ideas and practices in war.
7. A clearer picture of what happens when divergent cultures clash militarily.
8. A consideration of the practical and philosophical debates over just wars, also in comparison between European and non-European ideas.
9. A better understanding of societies' construction of certain types of governments out of wartime experiences and security concerns.
10. An awareness of the interaction between the natural environment and early wars.
11. A familiarity with the weapons systems and strategic/tactical doctrines of various cultures.
12. A greater appreciation of the connection between early wars and the advancement of scientific and technological innovations.
13. An awareness of the two-edged sword of technological superiority.

14. A better understanding of soldiers' feelings in pre-industrial warfare when the experience on the battlefield had been bloody hand-to-hand combat.
15. An awareness of the academic debates over the importance of the Military Revolution and the Gunpowder Revolution.
16. A comprehension of the interrelationships between early industrial activities and the objectives and methods of warfare.
17. An awareness of the plight of civilians during early wars.
18. An understanding of political centralization and its relation to new types of warfare.
19. An ability to evaluate maps, terrain, geographic features, transportation systems, and other economic resources in terms of their military importance.
20. An ability to evaluate primary sources in pursuit of innovative approaches to military history as an aspect of social history.

Attributes: Core History

HIS 1165-006

Topic: Commodities and Global Capitalism

T R 11:30-12:45 pm

Andrew Liu

understand the social system we call “capitalism”? In doing so, the course will try to weave together complex narratives of human interaction by emphasizing 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. After fall break, we will discuss the birth of the modern industrial world by looking at cotton: the most important commodity of the nineteenth century. And then we will look at the new shape that commodities have taken on in the twentieth and twenty-first century eras of finance.

At the end of the course, we will also have student presentations, during which each student will talk about an individual commodity, the history of which they have personally researched and will narrate for the class.

Attributes: Core History

HIS 1165-DL1

Topic: Global Markets, Equality and Inequality

TBA in Online ASYN

Lawrence Little

This distance learning 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.

Attributes: Core History, College of Professional Studies, Fast Forward Course, Peace & Justice, Fast Forward 2

HIS 1165-H01

Honors: Suffering and Progress in the 20th Century

M W 3:20-4:35 pm

Mike Westrate

This course examines the political, cultural, social, and economic development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings (both primary and scholarly), visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—concentration camps, war, genocide, famine, forced migration, and other evils plagued humanity throughout the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout

the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all, as well as major advances in technology. Via weekly written assignments, discussion, and a semester-long research project, our goal will be to assess the importance of these and other subjects in today's world. At the end of the semester, we will better understand "the fundamental interconnectedness of all things," or (to put it another way), human webs—the networks that make up our reality.

Attributes: Core History, Honors Seminar, Russian Area Studies

HIS 1250-001

Topic: Ancient Near East

T R 4:00-5:15 pm

Kelly Diamond

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that flourished in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions respectively, art, objects, and architecture. Despite the relative 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. This course will cover the time period from approximately 3200 BCE to 1500 BCE. After this point the Near East became quite diverse and there was a significant increase in the interaction between different cultures, resulting in the transference of ideas, technologies, etc. The repatriation of ancient artifacts is a major theme this semester and students will work on a series of projects that will challenge them to evaluate the sources and decide how these delicate and controversial issues might be resolved.

Attributes: Core History

HIS 1250-002

Topic: Ancient Citizenship

T R 1:00-2:15 pm

Eliza Gettel

This course explores how ancient Mediterranean societies thought about citizenship. The focus is on the Greek city-states of Sparta and Athens. Some important questions we will ask are the following: How inclusive or exclusive was citizenship in these states? How did voting and elections work? What was life like for those who did not have a formal voice within the state, including women, immigrants, and enslaved persons?

A major feature of this course is a historical role-playing scenario. You will step into the sandals of a real Athenian citizen who lived in 403 BCE, after Athens lost to Sparta in the Peloponnesian Wars. How will Athens move forward? Will it embrace democracy, oligarchy, or tyranny? It is up to you and fellow citizens! Ultimately, the course will empower you to assess how ancient states are used as models in modern debates about citizenship.

Attributes: Core History, Classics, Classical Studies

HIS 1903-001

Internship Elective

TBA

Permission of Director of Internships required

HIS 2000-001

Investigating U.S. History I

M W 4:45-6:00 pm

Gina Talley

This course will introduce you to some of the most central questions in United States history. The enduring question for the semester will deal with a dilemma that has proved a struggle for all Americans, from the colonial era to the present: what does liberty mean and who has a right to the

freedoms associated with liberty? Additionally, how do ideas about liberty intertwine with the rights of citizenship? We will consider the perspectives of early colonists, “Founding Fathers,” women, abolitionists, slaveholders, and slaves. We will consult primary documents and secondary historical sources. We will read these sources, interpret their meanings, and create our own analysis. Together, we will explore how historians use various sources to construct historical narratives. Particular focus will be given to the lived experiences of race, ethnicity, class, region, and sexuality.

HIS 2161-001

Revolutionary and Federal America

M W F 11:45-12:35 pm

Julia Mansfield

The American Revolution was a civil war that tore society apart. This course explores the uncertainty, coercion, and backlash involved with revolution and the meaning of liberty for diverse inhabitants of North America including Native Americans, enslaved African-Americans, and Loyalists. Starting with the Seven Years’ War and ending with the writing of the United States Constitution, we will discuss strategies of political organizing during revolution, the role of slavery in American politics, and the long-standing struggle for sovereignty among Native Americans. The course emphasizes working with historical documents and includes a role-play exercise based on the Constitutional convention of 1787.

HIS 2201-001

United States 1914-1945

M W F 9:35-10:25 am

Joseph Ryan

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 2296-100

History of American Women

M W 6:15-7:30 pm

Gina Talley

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

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

HIS 2993-001

History Internship

TBA

Permission of Director of Internships required

HIS 2998-001**Topic: The Long 1960s****M W F 12:50-1:40 pm****Eugene McCarraher**

This course will cover what I'm calling "the long 1960s," extending from the eruption of civil rights activism in the mid-1950s to the economic and political crises of the mid-1970s. Topics covered will include the "Great Society" as an extension of "corporate liberalism" and the New Deal tradition; U. S. foreign and military policy, exemplified in the Vietnam War, as an effort to contain revolutionary movements in the post-colonial world; the transformation of suburban domesticity and the "sexual revolution"; the metamorphosis of consumer culture; the beginning of a shift from manufacturing to finance as the dynamic center of American capitalism; the emergence of a "new left" comprised of movements for racial equality, peace, feminism, gay and lesbian rights, and ecological sensitivity; the simultaneous rise of a "new right" that both encompassed opposition to unsettling social and cultural changes, and augured the conservative ascendancy of our own time.

Attributes: Cultural Studies, Humanities, Peace & Justice

HIS 3014-001**Alexander the Great to Cleopatra****T R 2:30-3:45 pm****Eliza Gettel**

In his 20s, Alexander the Great of Macedon conquered the eastern Mediterranean world, but then he died young without a clear successor. His generals carved up his empire into individual kingdoms that stretched from what is now Bulgaria to Afghanistan to Egypt. How did the conquests of Alexander of Macedon change life in the ancient Mediterranean? What did life look like in the Hellenistic kingdoms that emerged after his death?

In this class, we will explore the ancient Mediterranean during the Hellenistic period (ca. 323-30 BCE). Hellenistic kings and queens led diverse, inter-connected societies that produced amazing developments in science, medicine, art, and architecture. The class will focus especially on life in Egypt under the Ptolemaic monarchs (Library of Alexandria! Rosetta Stone! etc.) up until the death of Cleopatra, the last member of the dynasty.

Attributes: Classics, Classical Studies

HIS 3095-001**Archeology in Ancient Egypt****T R 2:30-3:45 pm****Kelly Diamond**

It is through the interpretation of linguistic and archaeological evidence that the history of ancient Egypt can be constructed. Through an analysis of the material record this course will not only introduce students to the major political, economic, and religious events of Pharaonic Egypt but will also delve deeper into the lives of the marginalized. 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. Last year marked the 100-year anniversary of the discovery of King Tut's tomb and the 200-year anniversary of the decipherment of hieroglyphs by Jean Francois Champollion. 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 a map quiz, e-journaling assignments, Perusall discussions, a midterm project, and a final project.

Ancient Egyptian works will be read in translation.

Attributes: Classics, Classical Studies

HIS 3121-001**The Renaissance****M W 1:55-3:10 pm****Caroline Murphy**

This course explores the Renaissance as both a period of European history and a historical construct, named after the French term for “rebirth.” Focusing on the society and culture of the Italian peninsula from the rise of urban communes in the 12th century to the era of Spanish imperial dominion in the 16th century, we will study the expansion of urban life, the diffusion of ancient learning and humanist culture, the rise of printing, religious conflict and change, state formation, the empirical study of nature, and overseas imperialism. As we investigate these developments, we will continually question the utility of the term “Renaissance” as a designation for this era, asking what was transformational about it, what stayed the same, and how historians have sought to understand this time period and its relationship to both antiquity and modernity.

HIS 3216-001**Ireland since 1800****T R 1:00-2:15 pm****Craig Bailey**

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

The course consists of three sections. The first section, Early Modern Ireland, establishes the background and context necessary to understand and evaluate later developments. The major issues and events covered include the formation of ethnic and religious identities and the conflicts between developing groups in the 16th and 17th centuries, and the political conditions in the 18th century that led to the Act of Union. The second section, Pre-famine Ireland through the Great Famine, examines the conditions of everyday life in the early 19th century and the structures and institutions that shaped them. We will consider the lives of the poor, the rise of rural or "agrarian" violence, the expansion and limits of the state in Irish society, Catholic struggles for equality and the development of a national system of education. This history of early-19th century Ireland will provide crucial context that will help us evaluate and understand The Great Famine and its major impact upon Irish society. The 3rd and final unit covers the post-famine period to the early twentieth century. We will follow the tortuous path of Irish nationalism as it developed over this period and consider how its collision with unionism shaped the conflicts of the early twentieth century that eventually resulted in the partition of Ireland.

Graded assessment includes three exams (one for each section), a research paper on a topic of your choice, and class participation.

Attributes: Irish Studies

HIS 3233-001**Hitler and Nazi Germany****M W F 10:40-11:30 am****Paul Steege**

More than seventy-five years after its destruction, Nazi Germany continues to exert a powerful fascination on historians and the public at large.

This course will explore the multi-causal sources of Nazi rule, its violence, and its genocidal politics. We will focus on the ways in which individuals played a role in sustaining or resisting the Nazi regime. Sometimes people did both.

Over the course of the semester, we will work to understand the complex motivations that drove people’s actions during the Nazi era. While we must not hesitate to hold individuals accountable for their actions—for good or ill—we must also acknowledge our common humanity. That means that while

we will investigate people's responsibility for their past, we will not hesitate to turn a critical eye to our own place in history.

Students will work with a variety of materials, including scholarly articles and monographs, newspapers, graphic novels, photographs, and films. There will be a midterm exam and a variety of other written work, shaped in part by student interest.

HIS 3242-001

Russia from Stalin to Putin

M W 4:45-6:00 pm

Lynne Hartnett

In 2001, President George W. Bush seemed to find a potential colleague in Russian President Vladimir Putin. As President Bush noted, "I looked the man in the eye. I found him to be very straight forward and trustworthy... I was able to get a sense of his soul." Yet two decades later, Putin has grotesquely defied Bush's assessment. Russia, with Putin securely at the helm, has emerged as an illiberal, authoritarian state that has dismantled Russian civil society and undertaken a brutal, unprovoked war in Ukraine.

This course seeks to understand the Russia of 2023 through an examination of its recent history. We begin with an in-depth analysis of Joseph Stalin and the repressive system he perfected during the two decades of his rule. We will continue our analysis through World War II, the so-called thaw of the Khrushchev years, the basis and contours of the Cold War with the United States, the supposed stagnation of the Brezhnev era, the period of Gorbachev's reforms, the turbulence of the 1990s, and the long shadow cast by Vladimir Putin and a resurgent Russia. This course will seek to understand how the Soviet Union fell apart, how it tried to refashion itself in the 1990s and how Putin was able to rise from anonymity to become a repressive authoritarian leader; loathed by millions yet shockingly admired by others in and outside of Russia. While political history will constitute a large part of the course, culture, and the lived experience of being "Soviet" and "Russian" will form constant themes of inquiry.

Attributes: Peace & Justice, Russian Area Studies

HIS 3995-001

Topic: Rome: City of Emperors and Popes

M W F 10:40-11:30

Francesco Cesareo

Rome continues to exert a hold on the imagination unlike any other city in the world. Referred to as the "Eternal City," this course will explore Rome's identity as an enduring symbol as she sought to discover and re-discover her place and purpose, one might say vocation, in the world from her origins to the present day. Focusing on the forces and personalities that helped to shape Rome's identity, self-understanding, and place in the world, the course will highlight significant defining moments in her history by exploring the role of leading historical figures, literature, the art and architecture of the city, and Rome's portrayal in film that have contributed to the enduring nature of Rome as the catalyst for the development of Western Civilization, as the spiritual home of Catholicism, and the city which has inspired countless individuals in all walks of life.

Attributes: Humanities

HIS 4325-001

Twentieth-Century China I: 1895-1949

T R 2:30-3:45 pm

Andrew Liu

This course is the first of a two-part series on the history of China and the Sinophone world, from 1895 until 1949. Major events include: the 1895 Sino-Japanese War; revolution and the end of the last Chinese dynasty (the Qing); Japanese imperialism; the rise of Chinese nationalism and communism; World War II; and Communist revolution and exodus to Hong Kong and Taiwan.

Major themes include: the transition from empire to nation; imperialism in Asia and globally; modern military history; fascism; and the history of socialism and communism.

Our class will rely upon a mixture of textbook and primary sources, lecture and discussion. The following semester will continue to discuss the period of Communist rule during the lifetime of Mao Zedong and subsequent decades.

This is not a core history course.

Attributes: Asian Studies, Diversity Requirement 3

HIS 4499-001

History of Human Rights

M W 3:20-4:35 pm

Elizabeth Kolsky

On December 10, 1948, 56 members of the newly created United Nations voted to adopt the Universal Declaration of Human Rights, creating an international framework that recognized “the inherent dignity and the equal and inalienable rights of all members of the human family.” The notion of “human rights” is a fundamentally modern concept. This course examines the past and present history of human rights from a global, interdisciplinary perspective. Challenging assumptions about human rights being a problem “out there,” the course places emphasis on human rights issues and struggles “here” as we engage key debates and questions in the modern history of human rights. What are human rights and why do they matter? Are human rights universal? Human rights are equal and non-discriminatory in theory, but in practice have all lives mattered equally?

Attributes: Peace & Justice

HIS 4499-DL1

The Making of the Modern World

W 8:00-9:30 pm in Online SYN

Angelo Repousis

This course examines the recent political, social and cultural roots of the 20th and into the 21st centuries. In order to foster reflexive understanding, this class examines major interdisciplinary topics in recent world history ranging from globalization and transnationalism to the human rights and feminist movements, the crises of the West, and the impact of technology. We will adopt an historical approach, which means we will read texts and documents about the past as a way to understand the present. Together we will explore debates like: What is nationalism and is it a factor in world politics today? How have non-western peoples and states challenged the power of the West, and with what results? What are the roots of ethnic and religious conflict? Students will develop their ability to critically engage with existing narratives and to create their own useful and thoughtful interpretations based on an understanding of the wide diversity of human points of view and experiences, as well as a sense of emergent trends.

Attributes: College of Professional Studies, Fast Forward Course, Peace & Justice, Fast Forward 2

HIS 4998-001

Topic: History of Sustainability

M W 3:20-4:35 pm

Whitney Martinko

This course will explore how historical thinking and historical knowledge are crucial for creating environmental, social, and economic sustainability today. We will read about a wide array of topics: climate change and historic preservation; wild rice and Indigenous political sovereignty; big business and the underbelly of recycling; “green” capitalism and secondhand clothes; Monsanto and the history of Black farmers; and Philadelphia’s sewer system and the Schuylkill River. We also will learn how to communicate and analyze history in museums, historic sites, podcasts, documentaries, and popular writing. The class will take two required field trips into Philadelphia, and students will complete a final

research project on a topic and in a format (paper, poster, podcast, etc.) of their choosing. No pre-requisites or prior knowledge required; just come ready to read, think, and talk.

Attributes: Peace & Justice

HIS 5001-001

Junior Research Seminar / Making Sense of the Sixties

M W 1:55-3:10 pm

Paul Rosier

This seminar offers junior history majors an opportunity to develop the key elements of an article-length essay based on primary source materials that will be the major assignment of the senior seminar in historical methodology (HIS5501). The course is organized around the theme of 1960s era social movements, American and non-American. We will ‘make sense of the 60s’ via primary documents, including memoirs, films, music, and short essays. We will spend class-time discussing historiographical and methodological trends in the social, cultural, and political history of the 1960s, the how-tos of archival research, and the construction of arguments. We will also devote part of our class-time to peer review of fellow students’ work as part of our collaborative agenda to improve our writing and presentation skills. Our objectives include develop empathy for historical actors and their diverse perspectives on social change; design, research, and write a 15-page essay employing both primary and secondary sources; improve our book reviewing skills; think broadly of what constitutes a historical source; and enjoy the journey.

Attributes: A & S Research Requirement

HIS 5515-001

Independent Research

TBA

Permission of Director of Internships required