

Department of History
Undergraduate History Course Descriptions
Spring 2023

HIS 1060-001

Topic: Islam and the West

T R 11:45-12:35 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 1065-001

Topic: The History of Disease

M W F 9:35-10:25 a.m.

Fr. Joseph Ryan

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

Attributes: Core History

HIS 1065-002

Topic: Global Environmental History

M W 1:55-3:10 p.m.

Dr. Paul Rosier

Together we will analyze: the historical roots of our contemporary environmental crisis: 20th century environmental movements in the United States and around the world; international climate meetings from the 1972 U.N. Conference on the Human Environment to the 2016 Paris Agreement; corporate efforts to capitalize on the public’s demand for environmental protection via both greenwashing and sustainability solutions; the environmental factors of ethnic and political conflict in Africa, China, India, Latin America, and the Middle East; a range of global sustainability movements, including religious/interfaith movements (incorporating documents on Catholic Social Teaching and Stewardship); and other relevant topics. The coda of the course examines the political, economic, moral, social, cultural, and agricultural dimensions of global

sustainability programs in the 2000s and 2010s. We will also consider, more generally, issues of gender, race, and class; we will document the extent to which environmental degradation is suffered predominately by minority and poor communities by reading about campaigns for “environmental justice” and, more recently, “climate justice.” In addition, we will consider the place of ‘nature’ in a global culture of consumption.

Attributes: Core History

HIS 1070-001

Topic: Empire Tsars & Commissars

M W 4:45-6:00 p.m.

Dr. Lynne Hartnett

If you ever thought that Russia was no longer a significant force in world affairs, the last few years should have you reconsidering things. Russia is no longer the Soviet Union that your grandparents feared. It is no longer the country aspiring to democracy that your parents remember from the 1990s. Today, it is an aggressive country led by an authoritarian leader bent on imperial aspirations who unleashed a brutal war against its neighbor in Ukraine. To comprehend Vladimir Putin’s Russia; its regional and global aspirations; and the violence its war against Ukraine has unleashed, we need to study the history not only of Russia but also of the Russian/Soviet/Post-Soviet Empire. By charting the history of the Russian and Soviet Empires since the 18th century, we will gain a better sense of the Russia of 2022.

Attributes: Core History, Russian Area Studies

HIS 1075-001

Topic: Global Women & Daily Life

M W 4:45-6:00 p.m.

HIS 1075-100

M W 6:15-7:30 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, Gender & Women’s Studies, Peace & Justice

HIS 1150-001

Topic: Transatlantic Revolutions in Modern World

M W F 9:35-10:25 a.m.

HIS 1150-002

M W F 11:45-12:35 p.m.

Dr. Emil Ricci

Historians have traditionally viewed the seventeenth and eighteenth centuries as an age of revolution. In both Europe and America, social and political upheavals swept across lands controlled by monarchs, aristocrats, and colonial administrators, eventually leading to major changes in government, society, law, and culture. This was true especially in England, the British Colonies in North 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 1155-001

Topic: Black Freedom Struggle

M W F 10:40-12:35 p.m.

Dr. William Horne

Beginning with their mobilization against slavery, Black thinkers, organizers, and politicians envisioned American futures that were radically different from those imposed by the white majority. Black intellectuals espoused an egalitarian program of universal suffrage and public education, labor unions and cooperative workspaces, integration and equal rights in the 1860s that many white Americans only reluctantly stumbled towards over the next century. This course examines the Black freedom struggle in the U.S. from abolitionist and anti-slavery organizing of the 19th century through the civil rights movements of the 20th century. Our readings will explore the ideas of Black intellectuals and activists and their relationship to white supremacist ideology, movements, and institutions.

Attributes: Core History, Africana Studies, Peace & Justice

HIS 1155-002

Topic: U.S. Black Freedom Movement

T R 8:30-9:45 a.m.

Dr. 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.

Attributes: Core History, Africana Studies, Peace & Justice

HIS 1155-003

Topic: America in the Age of Revolution 1776-1848

T R 8:30-9:45 a.m.

HIS 1155-004

T R 10:00-11:15

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 1165-001

Topic: Environmental History in Early Modern Europe

T R 4:00-5:15 p.m.

Dr. Caroline Murphy

Although people began to scientifically measure the effects of human activity on the natural world over the last two centuries or so, many modern practices and ideas 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 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, this course explores how people thought about and interacted with the natural world during the early modern period. After briefly setting the stage in medieval Europe, we will explore a broad range of topics including agriculture, deforestation, water and

resource management, pathogens, climate change, natural disasters, and the early transition to fossil fuels. Beyond introducing students to environmental history as a discipline, this course will use the natural world as a lens for examining many canonical themes in early modern history, such as state formation, colonization, the rise of capitalism, and the codification of scientific knowledge, while also helping students to contextualize the environmental problems and politics of our present.

Attributes: Core History, Sustainability-Humanities Stem

HIS 1165-002

Topic: Suffering and Progress in the 20th Century

M W 3:20-4:35 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 1165-003

Topic: Global Slavery before 1500

T R 11:30-12:45 p.m.

Dr. Rebecca Winer

In this course we will study systems of slavery that existed between around 400-1500CE in Europe, the Islamic World, Africa, and Asia. We will explore resistance and obtaining freedom; human trafficking with regard to territorial and imperial policies; stereotypes about the enslaved; legal and cultural regulations of captivity; slavery, sexuality and sexual violence; and the experiences of enslaved women as mothers. We will analyze legal justifications for slavery (war, crusade, religious tensions, and “just sales”) and the politics and economics of how and why slavers/traffickers and purchasers benefitted from the reduction of human beings to chattel. A comparative global approach allows us to assess which, if any, aspects of slavery were inherent to slavery as an institution throughout time and which features of different systems of slavery were particularly oppressive and why. For example, during the Middle Ages, Africans were not enslaved more often than other groups. For hundreds of years who was enslaved depended more on a person's religion and the lack of political centralization in the region in which they were born, than their skin color. This is important background to the history of slavery in the Antebellum North American South because that institution embodied many of the most brutal, soul-destroying aspects of slavery. Over time slavery became tied with racism; a process that we will trace at the end of the course. Studying global slavery before 1500 CE is an important

introduction to the legacy of slavery in the USA as well as to global sex-trafficking and human-trafficking now.

Attributes: Core History, Peace & Justice

HIS 1165-004

Topic: War and Society in the Premodern World

M W F 11:45-12:35 p.m.

HIS 1165-005

M W F 12:50-1:40 p.m.

Dr. Joseph Casino

The future is an unknown, but the past is always with us.

Think about it! None of us was born into a void, a vacuum. We were all born into a context, which we call our culture. We didn't invent that culture, yet we must learn from the day of our birth to come to terms with that culture in order to survive. The penalty from not coming to terms with our culture can range from discomfort, shame, failure, fines, imprisonment, and even death.

Now ask yourself this crucial question: Who created this culture? Was it I? Was it my friends and associates? Of course not. My culture was largely the creation of dead people! When you get right down to it, the most important people in all of our lives are dead. Dead people created the political system, the social class, the economic situation, the predominant language, the customs and traditions that make up the culture into which we were born.

Every current event in our lives that seems so immediately important had its origins somewhere in the past, in a world inhabited by dead people – our ancestors. That's why we study history. Not understanding the historical roots of the events in our own times is like reading only the conclusion of a good novel. You don't know who the main characters are, why they're important, what they were trying to accomplish, how conflicts came about and were resolved -- in essence, the conclusion is meaningless and worthless. One could call this ignorance of precedents a kind of cultural amnesia. Such amnesia certainly makes survival at the cultural level significantly problematic, and even dangerous. And it doesn't make for a very enjoyable or enriching story.

"The society that loses its grip on the past is in danger, for it produces men who know nothing but the present, and who are not aware that life had been, and could be, different from what it is." (Aristotle, Politics)

Attributes: Core History

HIS 1165-DL1

Topic: Global Markets, Equality & Inequality

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, implications, and consequences of colonization from 1500 to the present focusing on equality and inequality.

Attributes: Core History, Distance Learning

HIS 1165-H01

Topic: Capitalism & Global Commodities

T R 2:30-3:45 p.m.

Dr. Andy Lui

This course asks: what is a commodity, and why have commodities been so ubiquitous in the history of the world? In doing so, the course will explain the specific contours of the history of capitalism, from the early modern period (ca. thirteenth to eighteenth century) into the modern

world. By weaving together complex narratives of human interaction, this course emphasizes the simple idea that things have been made, sold, and consumed by humans across wide spans of geography and time.

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

Attributes: Core History, Honors Seminar

HIS 1250-001

Topic: Ancient Empires

T R 11:30-12:45 p.m.

Dr. Kelly Diamond

This course is intended to be an introduction to the empires of the ancient Near East from approximately 1500 BCE up to the conquest of Alexander the Great (c. 330 BCE). Major themes include the evaluation of the main sources used to reconstruct these societies and political systems, existing historical problems, and scholarly debates (or controversial material). From the borders of Iran and Afghanistan in the east, to the Levant and Turkey in the north, and to Egypt in the south, we will look at the most up to date political narrative and the latest archaeological and textual discoveries. We will also concentrate on the obstacles posed by various interpretative practices and methodologies. This course consists of a map quiz, midterm exam, seminar presentation, four response papers and a final exam. All primary sources will be read in translation.

Attributes: Core History

HIS 1903-001

Internship Elective

TBA

Attributes: By arrangement

Permission of Chairperson required

HIS 2001-001

Investigating US History II

M W F 10:40-11:30 a.m.

Fr. Joseph Ryan

The goal of this course is to communicate to the student the essence of historical scholarship: history as a process of inquiry and interpretation. The theme of the course is the search for equality in the United States. The course provides an in-depth study of American history from 1877 to the present through investigations of a series of historical problems, using primary documents and multimedia presentations. This course will utilize, at the discretion of the professor, selections of material (brief assignments), and document projects from the course textbook in addition to the required readings and assignments. The course will examine the main currents of politics, culture, and social movements over the period of study. There will be one semester-long paper project and three exams.

HIS 2151-001**Colonial America****T R 11:30-12:45 p.m.****Dr. Julia Mansfield**

The multicultural world of colonial America linked African, European, and Indian peoples in struggles for power, freedom, and survival. Focusing on the 17th and 18th centuries, we will study the history of race, slavery, and gender in the British colonies of the Caribbean and mainland North America. Through this history, we will explore the power of laws to shape society, the evolution of inter-American relations, and the resilience of indigenous communities.

HIS 2286-001**Irish-America Saga****M W F 12:50-1:40 p.m.****Fr. Joseph Ryan**

This course explores the history of Irish Americans from the colonization of Ireland by England in 1165 to the present day. The course explores the acculturation of the Irish to the United States throughout its history. The course will reveal the harm that an Anglo-Saxon system of power had on the Irish. The course will explore issues the Irish diaspora, of nativism, and conflict with African Americans. The course discloses the role of Irish women as agents of change. The course will also explore the reciprocal role of religion in shaping Irish Americans, and in turn, the United States. The course ends in the present when the Irish Americans have become acculturated to the United States. The course requires the completion of two short papers and three exams.

Attributes: Diversity Requirement 1, Irish Studies, Peace & Justice

HIS 3006-001**Medieval Europe 500-1500****T R 2:30-3:45 p.m.****Dr. Rebecca Winer**

The Middle Ages cover over one thousand years of history from around 400-1500 CE. This course begins after the disintegration and transformation of the Roman Empire and ends when kingdoms established distinctive national identities in Europe and began colonizing Africa and the Americas. We will place the emergence of Europe within the context of developments in the Islamic World and Byzantium (the former Roman Empire in the east). Some of the greatest figures in Christian history lived during the Middle Ages. The knight in shining armor is another character we associate with the time. Central to this world were kings and queens. However, no one would have eaten or had clothes to wear without the work of peasants and townspeople ("burghers"). We will trace the transformation of elites from Germanic warlords to mounted warriors with chivalric pretensions and the emergence of monarchs with authority over extensive royal courts and bureaucracies. We will explore the key religious, commercial, technological, and intellectual developments of medieval Europe such as the rise of monasticism, cathedral schools, the papacy, international trade and cities, and the birth of universities with their advances in science and philosophy. We will reconstruct the everyday experiences of medieval men and women of various social ranks, religious backgrounds, ethnicities, nationalities, and races, and of the free and enslaved. This is not a history core course, but an elective that counts towards the History major or minor.

CLA 3040-001**Topic: Age of Augustus****T R 2:30-3:45 p.m.**

Dr. Andrew Scott

Beginning with the death of Julius Caesar, this course will examine the transition from the crisis of civil war to the pax Romana established by Rome's first emperor, Augustus. Through a combination of primary source analysis and modern approaches, we will explore the nature of Augustus' reign in its political and social context. We will also examine the cultural flourishing that occurred at this time and its connection to the new regime.

HIS 3350-001

Sex & Gender in the Ancient World

T R 2:30-3:45 p.m.

Dr. Kelly Diamond

This course will concentrate on the social constructions of gender in the ancient Near East, from ca. 3200-30 BCE. These disciplines (Egyptology and Assyriology) are often descriptive rather than explanatory and analytical, but this course will attempt to explore explanations for change in gendered constructions (legal position, religion, marriage, etc.). We will also investigate how gender research outside these fields appears to have influenced the reinterpretations of some women who have been seen in a negative light. Topics such as the connection between the emergence of agriculture and the rise of patriarchy and the Egyptian concept of *maat* as an oppressive force resulting in the regeneration of hegemonic masculinity will be discussed. Students will also debate the evidence for the existence of an early Mother-Goddess cult, and consider its usefulness from the modern feminist perspective. Conceptions of heterosexuality and homosexuality as marginalizing forces in the ancient world will also be considered, along with the process of female rebirth through the merging with the male god Osiris.

Classes will be organized in a seminar style with emphasis placed on student participation. There will be several short writing assignments, a midterm exam and a final term paper. All ancient sources will be read in translation.

Attributes: Diversity Requirement 2

HIS 4330-001

Modern China II 1912 to the Present

T R 1:00-2:15 p.m.

Dr. Andrew Liu

This course narrates the social, cultural, and economic dimensions of change in China from the end of the last Chinese Empire down to the current People's Republic of China. It emphasizes how people living in China — different groups, who spoke different languages, men and women, young and old — experienced massive transformations and how they tried to grasp the world around them. A key thematic emphasis is that historians now believe that China was more connected to the rest of the globe than previously imagined, and also that this was the key period in which people in China became more deeply aware of their place in the world.

The first few weeks shall focus on the last empire in China, the Qing empire, which ruled from 1644-1911. The remaining months will focus on changes in the twentieth century, starting with the Republican Era (1912-1949), the outbreak of war with Japan (1937-1945), the era of rule under Mao Zedong (1949-1976), and the period of Communist reform and opening from the 1980s onward.

Attributes: Asian Studies, Diversity Requirement 3, East Asian Studies

HIS 4499-001

Global Sixties

M W F 12:50-1:40 p.m.

Dr. Gray Kidd

The “long” 1960s (c. 1959-1973) was an effervescent, tumultuous period throughout the world. Protest movements disputed and, in some cases, upended the postwar social and political consensus. In recent decades, scholars have worked to understand the global nature of sixties rebellion, which seems to have culminated with the year 1968, an important climax of reform and counterrevolution. But what *were* the 1960s, and how should we understand a period that is slowly receding into memory? Over the course of the semester, we will ask what links discrete events that occurred simultaneously across place and time beyond the fact that they occurred in the same decade. Further, we will examine how activists, artists, and university-based scholars have approached the problem of the sixties. From a still wider angle, we open a dialogue between today’s political and social polemics and those of the 1960s in order to understand the genealogy of contemporary debates.

HIS 4525-001**Science and Society in the Early Modern World****T R 1:00-2:15 p.m.****Dr. Caroline Murphy**

Science—knowledge about the natural and physical world—has a rich and fascinating history. This course studies the development of science (or, as it used to be called “natural philosophy”) in the early modern period (ca. 1400–1700), when it underwent consequential and far-reaching transformations in mechanics, anatomy, astronomy, botany, physics, and other domains. Throughout, we will examine the important social and human contexts in which science and scientific knowledge was produced and contested.

HIS 4620-001**20th Century Military History****M W 1:55-3:10****Dr. Marc Gallicchio**

At the start of the 20th century, wars were fought by mass conscripted armies. The machine gun ruled the battlefield, and the dreadnaught commanded the seas. At the dawn of the 21st century, wars were fought by volunteer forces, mercenaries, and religious crusaders armed with shoulder launched missiles, drones, and computers.

In this course we will study the changes in warfare during the 20th century with a special emphasis on the relationships between military organizations and the societies that create them. Topics include The Russo-Japanese War (World War Zero), World War I, World War II, wars of national liberation, and the Global War on Terror. In studying these topics, we will pay special attention to the following themes: the increasing inability of warfare to produce decisions on the battlefield, the relationship between civil and military authorities in modern societies, and the relationship between war and social change.

HIS 5501-001**Seminars in Historical Methodology****T R 4:00-5:15 p.m.****Dr. Craig Bailey**

Throughout the semester students will fine-tune the skills they learned in previous history courses. They will engage the practice of history and learn about historiography and its development in Modern History. Students will identify, locate, and explore primary and secondary sources on a topic of their choice to produce an article-length research paper of original scholarship.

Attributes: Writing Intensive Requirement

HIS 5515-001

TBA

Attributes: By arrangement

Permission of Chairperson required

Independent Research