

Department of History “All the classes that’re fit to take”

The Historical Inquirer

Summer/Fall 2020 Course Offerings

From the Chair

by Matt Berg



Whether you are a major, a minor, looking to fulfill a Core requirement, or have elective choices to apply, as you plan your fall schedule, we are happy to share the History Department's Fall 2020 course schedule with you. Majors are aware of our rich and varied offerings; for those who are neither majoring nor minoring in History, we invite you to consider how historical perspectives can inform your work in range of other chosen majors, whether you are in the Boler College of Business or in STEM fields. Our courses provide political, social, economic, and cultural context that will help inform your work more broadly. We also work with our colleagues in other Humanities and Social Sciences departments to form meaningful double major and major/minor combinations.

We are pleased to offer some well-received courses at the upper level that haven't been taught in the last Bulletin cycle: **The American Revolution, Slavery and Abolition, Russia in Revolution, The Holocaust, and, Modern China.** At the introductory level, options include: **Saints and Scoundrels, History of Medicine in America, Trials of the Centuries, The Old South, and Sexuality in America.** All of our 200 and 300 level courses carry a Core designation, so you will be able to fulfill ISJ, EGC, Linked, and/or HUM distribution requirements through our offerings. We will offer several contributions to linked pairs, such as **World War I & Modernity, Spiritual Awakenings in Early America, and Twentieth Century U.S. History.**

The History major is a very manageable course of study that is easy to complete in four years with another major or minor(s). It is just 39 credits (13 3-credit hour classes). The minor is less than half that. Since you have probably already have taken or will take at least one History class for the core curriculum, it is not hard to complete the minor. History at JCU is not taught like it is in most high schools, where the emphasis is so frequently on memorizing names and dates. In our classes you will wrestle with interpreting primary sources, engage in discussion and debate and, most important, hone your skills in critical thinking, writing, and public speaking. You will learn skills that are transferrable to any number of careers, as the experiences of History Department alumni demonstrate. Check out the bulletin board on the south side of the hallway outside the Department, in the main AD B-Wing corridor, to see

Continued on page 2

Continued from page 1

what some of our alumni have been up to over the years.

History majors and minors (and prospective majors and minors) will be pleased that the Department works closely with the Center for Career Services and other departments in the Humanities to develop meaningful professional development opportunities throughout the academic year. We emphasize helping students begin thinking about career preparation in our **HS 300 Historical Methods** course, and continue the experience in our **HS 490 Senior Seminar**. Component of professional development in these two courses include cover letter workshops, resume workshops, networking workshops, and sessions dedicated to writing of statements of purpose for graduate and professional schools and internships/fellowships. Be on the lookout for information about these opportunities throughout the current and upcoming semesters. Your faculty will remind you about them, too. **We strongly encourage you to participate in professional development opportunities, and to think about pursuing internships and fellowships in NE Ohio, in the U.S., and even abroad. You can even arrange to earn 3 credit hours for an internship under appropriate circumstances; some are purely voluntary, others are compensated. Whichever you choose you will find a range of interesting opportunities that are important for vocational discernment.** See the posters around the History Department, visit <http://sites.jcu.edu/history/pages/internships/>, or visit me at mberg@jcu.edu, or most afternoons at my office, AD B261. Majors and minors may sign up for HS 498 to receive 3 credits for internship work.

We encourage eligible students to apply for the Department's **Kerner Scholarships**, which are geared towards second semester juniors, but all rising history majors – and prospective majors – should be aware of them. **The Department offers scholarships each worth \$4,200 to up to two outstanding majors during the course of their senior year. You need to apply in the spring semester of your junior year.** The applications are available at <http://webmedia.jcu.edu/history/files/2019/01/Kerner-Application-SP19.pdf> and also outside of the office of the Administrative Assistant.

Finally, we encourage all majors, from newly declared second semester sophomores to graduating seniors, to attend our first annual History Majors and Alumni Banquet on **April 14th**, right after we return from Easter Break. (See info in this brochure.) It'll be a fine time to celebrate community with other students and History faculty, and to network with alums. We will also acknowledge our new Kerner scholars and senior award recipients that evening.

If you have any questions about these matters or others, come and speak to me, to our administrative assistant Ms. Kellie Schwabl, or to my colleagues in the History Department.

Summer/Fall 2020 Quick Guide to History Courses with Core Designations

| | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HUM | <ul style="list-style-type: none"> HS 253-51, 52: Old South |
| EGC | <ul style="list-style-type: none"> HS 201-51, 52: World Civilization to 1500 |
| ISJ | <ul style="list-style-type: none"> HS 211-51, 52: History of the U.S. to 1877 HS 215: Trials of the Century HS 218: Saints and Scoundrels HS 237: History of Medicine in America HS 262: Sexuality in America HS 336: The Holocaust HS 343: Slavery and Abolition |
| LINK | <ul style="list-style-type: none"> HS 214: Twentieth Century U.S. History (CO 243) HS 225: World War I & Modernity (EN 282) HS 240: Spiritual Awakenings in Early America (TRS 227) |

If you have any questions regarding the major, minor, or any of the courses offered, stop by the History Department in the B-wing of the Administration Bldg. 2nd floor. Any faculty member can answer them.

Summer 2020 Offerings

MAN + SEED = CIVILIZATION



By: Roger Purdy

Given the risk involved, the ancient Sumerians who learned how to separate land from water and plant crops on the reclaimed land could have easily failed at agriculture and starved to death leaving their hunter-gatherer cousins to pick at their bones. But, their crops did grow and civilization began. After the development of agriculture class structures, moral codes, writing, art and architecture, the rise of cities and empires soon followed. And, as more civilizations rose, they confronted each other, which lead to trade and war, migration and invasion, commerce and xenophobia. **HS201, *World Civilizations to 1500*** explores the ingenuity and endurance of humans from their first walk across volcanic ash field in Tanzania over 2.5 million years ago to trans-oceanic voyages in the fifteenth century to new lands and riches. Using the art, literature, and other records of these ancient civilizations *World Civilization* explores the rise and fall of civilizations and their resurrection on the ashes of the fallen. (HS201 *World Civilization* counts as an Engaging the Global Community (EGC) course for the Integrative Core.) **Section 51 of this course is offered TR 9:30am—10:45am; Section 52 of this course is offered TR 11:00am—12:15pm.**

Early American History



By: Daniel Kilbride

This summer **HS 211** – the first half of the U.S. history survey, going up to 1877, will be offered online at JCU. This course will strive to recreate, as much as possible, a live class experience while providing the flexibility allowed by an online platform. Although this is a survey course, typically we will focus on the development of what became the United States in a transnational context. The USA developed as it did not only because of internal developments, but because it grew in a larger world shaped by the interests of many other peoples – American Indians, African slaves, and European nations, to name a few. When you finish this class, you should have an appreciation for how what we now call globalization shaped the course of US history (and how early US history shaped the globalized world before the 20th century). This course offers **ISJ credit in the core curriculum. *This online course will be taught in Summer 2020.***

I Want YOU for HS 212!

HS 212-52: History of the U.S. Since 1877



By: Michael Bowen

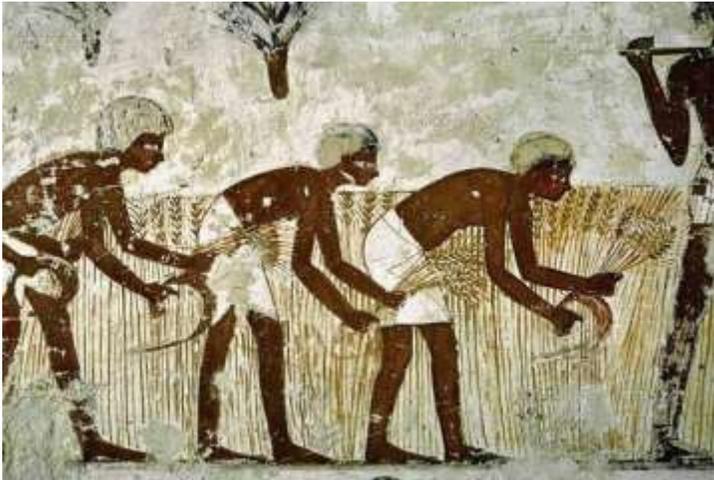
HS 212, *History of the U.S. since 1877*, will survey America's political, social, cultural, and economic history from 1877 to the present. Over the course of the semester, we will explore topics that include the role of industrialization and technology in the development of modern America, the emergence of the United States as a global power, the effects of changing ethnic and racial demographics on American society, and the shifting role of the federal government in the lives of ordinary citizens. Students will also be asked to look outside of U.S. borders to understand a variety of transnational movements that Americans have taken part in since the late-nineteenth century.

A major goal of this course is for students to understand how those in the United States have defined their identity as Americans and how these definitions have changed throughout the course of modern U.S. history. Each week our course lectures will give students a basic understanding of the framework of American history while classroom discussion will engage students in popular arguments about the past. The analysis primary documents will allow students to explore the diversity of America's social, intellectual, political, economic, cultural, and artistic institutions through the eyes of the people who experienced them. ***This online course will be taught in Summer 2020.***

Man + Seed = Civilization

By: Roger Purdy

Given the risk involved, the ancient Sumerians who learned how to separate land from water and plant crops on the reclaimed land could have easily failed at agriculture and starved to death leaving their hunter-gather cousins to pick at their bones. But, their crops did grow and civilization began. After the development of agriculture class structures, moral codes, writing, art and architecture, the rise of cities and empires soon followed. And, as more civilizations rose, they confronted each other, which lead to trade and war, migration and invasion, commerce and xenophobia. **HS201, *World Civilizations to 1500* explores the ingenuity and endurance of humans from their first walk across volcanic ash field in Tanzania over 2.5 million years ago to trans-oceanic voyages in the fifteenth century to new lands and riches. Using the art, literature, and other records of these ancient civilizations *World Civilization* explores the rise and fall of civilizations and their resurrection on the ashes of the fallen. HS201 World Civilization counts as an Engaging the Global Community (EGC) course for the Integrative Core. Section 51 meet MWF 9:00-9:50am; Section 52 meets MWF 1:00-1:50pm.**



Before the Internet, But After the Dinosaurs: The History of the United States to 1877



By: Marcus Gallo

Did Pocahontas actually fall in love with John Smith? Was the Boston Massacre a massacre? What really caused the Civil War? To find out, take **HS 211: History of the United States to 1877!** Thematically, this class will put particular emphasis on how race, ethnicity, class, and gender influenced early American society. Among other high- and low-lights, this period of American history witnessed continental pandemics and massive ecological and demographic transformations; the creation of racial ideology and race-based slavery; the advent of the first truly global war (the Seven Years' War, known in North America as the French and Indian War, 1754-1763), as well as two bloody domestic wars (the American Revolutionary War, 1775-1783, and the Civil War, 1861-1865); the imperial conquest of a continent; multiple redefinitions of the roles of men and women as members of the family and society; the spread of religious evangelism; and the birth of industrialization, mass communication and mechanized transport infrastructure. The thread that runs throughout all of these topics is inequality, a concept that is central to those wishing to understand social justice. With a focus on analyzing primary sources through class discussions and short papers, this class will give you a great introduction to the origins of the country that ultimately became the America of today. This class meets the core requirement for ISJ: Issues in Social Justice. **Section 51 of this course is offered MWF at 12:00pm—12:50pm; Section 52 of this course is offered MWF 1:00pm—1:50pm.**

Twentieth Century U.S. History

By: Malia McAndrew

HS 214: Twentieth Century U.S. History will survey twentieth-century United States history, focusing on major political, social, cultural, and economic trends in the American past. Over the course of the semester, we will explore topics that include the role of industrialization and technology in the development of modern America, the emergence of the United States as a global power, the effects of changing ethnic and racial demographics on American society, and the shifting role of the federal government in the lives of ordinary citizens. A major goal of this course is for students to understand how those in the United States have defined their identity as Americans and how these definitions have changed throughout the course of modern U.S. history. This course will include lectures, class discussions, and an oral history project completed through collaboration with the Center for Service and Social Justice at John Carroll. Additionally, this course is **Linked with COM 243 American Media. This class meets TR 11:00am—12:15pm.**



sites.jcu.edu/history

Trials of the Centuries



By: Jack Patton

What is justice? Can it exist without a fair evaluation of the evidence in a legal court? We will wrestle with these questions in **HS 215 Trials of the Centuries**. The course will examine 10 trials over the last 500 years that show society wrestling with the meaning of “justice” in a legal proceeding. The trials involve murder, witchcraft, perjury, treason, slavery, espionage, genocide, and a variety of “thought crimes.” Some of the accused are famous, such as Joan of Arc, Martin Luther, and Galileo. Others are obscure figures outside of their trials, such as Joseph Cinque, who led a slave rebellion aboard a ship off the coast of Cuba, and Alfred Dreyfus, a French officer accused of spying for Germany. We will read some contemporary narratives of the trials and even some trial transcripts. **The course is approved for ISJ credit and meets MW 3:30pm-4:45pm.**

sites.jcu.edu/history

Saints and Scoundrels

By: Paul V. Murphy

HS 218, Saints and Scoundrels, will examine the Society of Jesus, one of the most prominent, notorious, talented, and despised groups in the modern world. We will seek to clarify the historical and cultural significance of the Society of Jesus, the largest religious order in the Catholic Church. This will include study of their founder, Ignatius of Loyola, their place in the world of Renaissance and Reformation learning and culture, the works of the Jesuits in Asia and Latin America during the period of European expansion from the sixteenth to the eighteenth centuries, the roles played by the Jesuits during the Enlightenment and French Revolution, the suppression of the Society of Jesus in the eighteenth century, the place of the Society in the modern world, particularly their reaction to Liberalism in Western society and their role in the Catholic Church since the Second Vatican Council (1962-1965). **This course meets MWF from 10:00am—10:50am and qualifies ISJ in the New Core.**



History 225: World War I & Modernity

By: Matt Berg

The Conflict that Changed *Everything*

When war broke out in Europe in August 1914, soldiers were sure that they would be home for Christmas. When hostilities ceased in November 1918, a European conflict had taken on a global character and had wrought far-reaching political, social, economic, and technological changes. Revolutions in Russia, Germany, and Austria-Hungary toppled monarchies and brought new left-wing political forces to power; governments has achieved unprecedented control over information; armaments manufacturers had become wealthier and more influential; more effective ways to kill and maim had been introduced. As a result of the war, women received the right to vote across Europe and in the United States, a punitive peace treaty sowed resentment in Germany, Japan emerged as a regional power, and the Middle East was divided up by Britain and France (creating problems still experienced today). New modes of expression in literature and the arts emerged too. The result of the period 1914-1918 can be thought as “the highpoint of modernity,” marked by tremendous breakthroughs and equally monumental short-sightedness.

World War I & Modernity abandons traditional military history, and explores “the Great War” through a comprehensive introduction to social, cultural, political, economic, technological themes. **This course will be offered TR 9:30am—10:45am.**

HS 225 will be taught as a linked course with EN 282 Sec. 51: Literature of World War I. Students are required to enroll in both courses.



Medicine in the USA



By: Michael Bowen

The History of Medicine in America will survey the how the practice of medicine has changed from the Columbian Exchange to the present. As our scientific knowledge grew, the healing arts evolved as well, offering new cures and comforts to the sick and dying. These changes were not isolated and were shaped by social, cultural, political, and economic ideas. Students in this course will look at how these areas came together and how they have shaped the modern medical practice. In **HS 237, Medicine in the USA**, we will cover a broad range of topics including the advent of the germ theory of disease, the professionalization of the medical practice, the growth of the consumer insurance model, the harsh practice of amputation during the Civil War, the quest to cure Polio in the mid-20th Century, and the impact of a liberalizing culture on medical practitioners after the 1960s. The course meets requirements for Division II. It is a freshman-level offering, but is open to all years and majors. **This course is offered Monday evenings from 6:30pm—9:15pm and in the core curriculum this class satisfies ISJ designation.**

Swooning, Tears, and Shouts of Hallelujah!



By: Rodney Hessinger

These were the familiar scenes of religious revival during the so-called First and Second Great Awakenings in American History (happening in waves between 1730 and 1850).

Linked with a TRS course entitled “Religious Enthusiasm in Modern America,” **HS 240 Spiritual Awakenings in Early America** will seek to explain the dynamic of revivalism in America. Why were people drawn to new and innovative groups like the Mormons? Why did evangelical preachers often invite sexual scandal? What influence has the evangelical mindset had on America’s social and political development? These and other questions will be the focus of this course. **This course meets TR 11:00am—12:15pm.**

Ethnicity in America



By: Malia McAndrew

The US Census Bureau recently released population projections which show that non-Hispanic whites will no longer be the majority of the American population by the year 2042. Indeed, people of color already comprise the majority of persons under the age of 15. In an era when U.S. society is becoming increasingly multicultural and more diverse, students in this course will gain and develop their ability to analyze and research the history of racialized ethnic cultures in America. In particular, this course will focus on the role that ideas about ethnicity and race have played in American politics and culture. Students will be introduced to the major theories, debates, and issues that concern the study of identities and cultures in the U.S., as well as how American ethnic groups are constituted through relationships of power. The intersections of race, ethnicity, class, gender, and nationality will also be included in our analysis - especially from the viewpoint of deemed racial or ethnic minorities in the United States. **HS 243: Ethnicity in America, Section 51 meets TR 2:00-3:15pm; Section 52 of this course meets TR 3:30-4:45pm.**

Old South



By: Daniel Kilbride

The Old South refers to the southern parts of the USA from the colonial period through the Civil War. It's called the "Old" South because it was destroyed as a result of the Confederacy's failure to achieve its independence in the Civil War. Sometimes the Old South is thought of in romantic terms (the term itself is redolent of loss, regret and nostalgia) like in books and movies like *Gone With the Wind*. There wasn't much romantic about the Old South, though, because the thing that made it tick was the enslavement of millions of African and, eventually, African American people. By the time of the Civil War the United States was the largest slave society in the world. The South's bold but disastrous gambit to become an independent nation from 1861-1865 put an end to that institution, and good riddance. This course (**HS 253**) traces the history of the South from its seventeenth century founding through the end of the Civil War, and a little bit beyond as we look at how the myth of the Old South took root in American culture. Analyzing primary sources (diaries, letters, newspaper articles, etc.) will be an important, nearly everyday activity in this class, and it requires active participation. And, at the end, everyone will fight a duel. **In the core curriculum this class satisfies the HUM designation. Section 51 of this course meets TR 8:00am-9:15am; Section 52 meets TR 9:30-10:45am.**

Sexuality in America



By: Rodney Hessinger

On May 22, 1677, Nicholas Sension, a wealthy and respected citizen in the town of Windsor Connecticut, was brought before the Puritan magistrates to account for the **crime of sodomy**. The ensuing trial would reveal that Sension had long been known to practice “this trade” in his community. And yet he had been left alone. And even this time, he would be acquitted, despite substantial evidence of guilt. How could the colonial Puritans, known for their religious zeal and intolerance, allow a homosexual man to openly live this way?

These and other surprises await you in **HS 262, *History of Sexuality in America***. Several themes will organize this course: cross-cultural encounters, male-female sexual politics, and changing conceptions of homosexual and heterosexual identities. We will track these themes from the era of colonial settlement until the modern era. Overall, we will see how the regulation of sexual encounters related to larger efforts to shape the social order of America.

This course meets T R 12:30-1:35 pm and qualifies for ISJ in the core curriculum.

Fall 2020 Course Offerings

| Course No./ Section | Core Code | Course Title | Days |
|------------------------|-----------|---------------------------------|------|
| HS 201-51 | EGC | World Civilization to 1500 | MWF |
| HS 201-52 | EGC | World Civilization to 1500 | MWF |
| HS 211-51 | ISJ | History of the U.S. to 1877 | MWF |
| HS 211-52 | ISJ | History of the U.S. to 1877 | MWF |
| HS 214-51 | Link | Twentieth Century US History | T R |
| HS 215-51 | ISJ | Trials of the Centuries | MW |
| HS 218-51 | ISJ | Saints and Scoundrels | MWF |
| HS 225-51 | Link | World War I and Modernity | T R |
| HS 237-51 | ISJ | History of Medicine in America | M |
| HS 240-51 | Link | Spiritual Awakenings in America | T R |
| HS 243-51 | | Ethnicity in America | T R |
| HS 243-52 | | Ethnicity in America | TR |
| HS 253-51 | HUM | Old South | TR |
| HS 253-52 | HUM | Old Sought | T R |
| HS 262-51 | ISJ | Sexuality in America | TR |
| HS 264-51 | | World War II | TR |
| HS 300-51 | | Historical Methods | TR |
| HS 336-51 | ISJ | The Holocaust | TR |
| HS 343-51 | ISJ | Slavery and Abolition | TR |
| HS 432-51 | | American Revolution | MWF |
| HS 453-51 | | Modern China | MWF |
| HS 488 | | Russia in Revolution | MW |
| HS 490-51 | AW | Senior Seminar | MWF |
| HS 491-51 | AW | Senior Thesis | |
| HS 498-51 | | Internship | |

Fall 2020 Course Offerings

| Time | Instructor | Pre-Requisites/ | Linked Course | Credit |
|-------------------|--------------|---------------------------------------|----------------|--------|
| 9:00 am-9:50 am | Purdy | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 10:00 am—10:50am | Purdy | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 12:00 pm-12:50pm | Gallo | | | 3 |
| 1:00pm—1:50pm | Gallo | | | 3 |
| 11:00am - 12:15pm | McAndrew | | COM 243 | 3 |
| 3:30pm—4:45pm | Patton | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 10:00am-10:50am | Murphy | | | 3 |
| 9:30am—10:45am | Berg | EN 120, EN 121 or EN 125 or HP 101 | EN 282 | 3 |
| 6:30pm—9:15pm | Bowen | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 11:00am-12:15pm. | Hessinger | | TRS 227 | 3 |
| 2:00pm—3:15pm | McAndrew | | | 3 |
| 3:30pm—4:45pm | McAndrew | | | 3 |
| 8:00am-9:15am | Kilbride | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 9:30am-10:45am | Kilbride | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 12:30pm—1:45pm | Hessinger | | | 3 |
| 3:30pm-4:45pm | Vourlojianis | | | 3 |
| 12:30pm-1:45pm | Kugler | | | 3 |
| 2:00pm—3:15pm | Berg | EN 120, EN 121 or EN 125 or HP 101 | | 3 |
| 2:00pm—3:15pm | Kilbride | | | 3 |
| 10:00am-10:50pm | Gallo | | | 3 |
| 1:00pm—1:50pm | Purdy | | | 3 |
| 3:30pm-4:45pm | Krukones | | | 3 |
| 1:00pm—1:50pm | Murphy | | | 3 |
| | Berg | | | |
| | Berg | | | |

WHO SAYS HISTORY DOESN'T PAY?



**For Good History
Students!!
Apply Early and
DO APPLY!!**

The Fr. Howard J. Kerner Scholarship Fund was established through the generosity of alumni, friends and colleagues of Fr. Kerner. It honors the memory of a man who served the

Department of History at John Carroll University from 1948 to 1985. Up to **two** \$4000.00 Kerner Scholarships are available each year and will be awarded in the recipients' **senior year**.

- \$ The awards are to be presented to second semester junior history students who will be attending the university on a full-time basis (i.e., enrolled for at least twelve hours of academic credit per semester) the following year.
- \$ Eligible applicants should have an overall GPA of at least 3.5, with no less than a 3.5 GPA in History, and are expected to enroll in at least one upper-division History course each semester.
- \$ Where appropriate, financial need will be taken into consideration.

Applicants must submit an official application by April 1st. Applications are available in the **History Department** and **on line**.

By April 6th of this year, the Chair of the Department of History will announce the Kerner Scholars for the next year.

Does This Scholarship Have Your Name On It?

Later on the Fall of 2020 semester we will be conducting our drawing for the **George Vourlojianis** scholarship. That fund will pay for the **fall semester history textbook costs** for a random **junior history major** -- which means that the pool of potential winners is the sophomore class. So if you're a *sophomore who hasn't declared your history major yet*, do it *asap* so you are eligible for this award!



History Does Pay!

Add History as Your Minor!

It's easy! It's flexible!

You need:

Six courses, including:

At least two courses at 100-200 level

At least three courses at 300-400 level

At least one course in two of the following areas:

American

European

Asian, African, or Latin American

That's it!

World War II

There was death in every shape and form, and, as usually happens in such situations, people went to every extreme and beyond it.

Thucydides



By: George Vourlojianis

The deadliest and most destructive war in recorded human history raged between 1939 – 1945. It developed into a ruthless struggle of incomprehensible cruelty and wanton destruction that knew no geographic or moral boundaries. Everyone living on the planet during those six years was touched by its fire. All of us alive today, and generations to come are molded by it. **HS 264 – World War II** approaches the war from a global perspective. We will explore the war's causes, principal characters, experiences of common soldiers, civilian home fronts, and military campaigns waged on the earth's continents, oceans and skies. Dr. Vourlojianis will convey this adventure to you using audio-visual aides, a field trip, lectures and guest speakers. **This course meets TR from 3:30 – 4:45 pm.**

Dig In!

By: Ann Kugler

In the History Department's methods course you will grow a research project. In the process, you will learn to evaluate scholarly arguments, analyze primary sources, and marshal that evidence in writing a substantial paper on a historical topic. Along the way, you'll polish your skills in research, critical thinking, writing, and oral presentation as we go through the stages of developing a topic, constructing an argument, deploying your sources, and creating and presenting a final project. As your paper is sprouting, we will also look toward your future blooming by working with Career Services as well as in class to consider how to connect your history major with your post-college plans and goals whether in history, allied fields, or something completely different! **This course is offered TR 12:30pm—1:45pm.**



sites.jcu.edu/history

The Holocaust

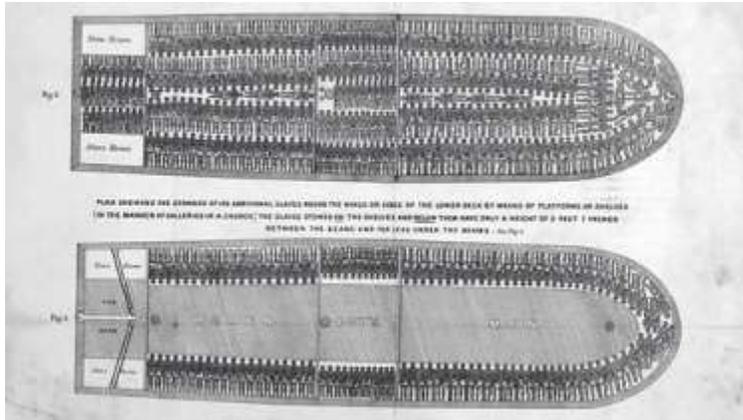


By Matt Berg

HS 336, *The Holocaust*, is an intensive introduction to the origins, implementation, and aftermath of one of the most notorious examples of genocide known to humankind. Alongside the world wars and cold war, perhaps no other event stands so prominently in the minds of people interested in 20th century history—at least in the West. Since the end of World War II, the Holocaust has been the subject of serious study and outright denial, fine arts representation and pop-cultural appropriation. This course will introduce you to the most recent scholarship and compelling documentary film treating the topic, and open up various approaches and themes, including: modern anti-semitism, gender, everyday life, the evolution of Nazi administrative policies, and the concentration camp system. Successfully completed the course qualifies for **ISJ in the Core. This course meets TR 2:00pm-3:15pm.**

sites.jcu.edu/history

Slavery and Abolition



By: Daniel Kilbride

Before 1800 about 80% of people coming to the Americas from the eastern hemisphere were not Europeans – they were Africans. They came over involuntarily, as slaves, and the vast majority of them were put to work in plantation agriculture, mostly involving the production of sugar. This practice was an extension of a long history of slavery in human history. It was also immensely profitable for plantation owners, African slave merchants, and the Europeans who ferried slaves from Africa to the New World. Yet in roughly a 100-year period following the American Revolution, this apparently healthy and lucrative system came crashing down, as one slave society after another abolished the institution (or had it abolished for them). **HS 343, Slavery and Abolition**, studies the origins, growth, and decline of slavery throughout the Americas. Although we will consider the case of the United States (the largest slave society in the western hemisphere by 1800), most of our time will be spent in Africa, Brazil, and the Caribbean. This course satisfies the Issues in Social Justice (ISJ) requirement in the core curriculum. It is categorized as a “global” course for students in the adolescent/young adult social studies (ED/HS) curriculum, and as a “non-western” class in the history major and minor. **This course meets TR 2:00pm—3:15pm.**

Birth, Death and Taxes: The American Revolutionary Era



By: Marcus Gallo

HS 432: American Revolutionary Era examines the history of the birth of the United States, from the aftermath of the Seven Years’ War to the conclusion of the War of 1812. At this time, ordinary Americans struggled to define the meaning of revolutionary watchwords like “independence” and “freedom” in their everyday lives. Paying close attention to primary sources and recent scholarship, we will focus on the conflicting interests in the newborn nation, as winners and losers emerged out of a variety of backgrounds and struggled to shape American policy to benefit themselves. This course meets **MWF 10:00am—10:50am.**

Whatever you are, be a good one.

Abraham Lincoln

Is the Dragon on the Rise with Xi Jinping as the New Mao?



By: Roger Purdy

For much of history China was the most productive and stable country in the world. Then, beginning in the mid-nineteenth century, China endured 100 years of humiliation: hobbled by unequal treaties, imperialized, cut up like a melon, invaded and occupied. After a century of humiliation China then endured decades of revolution and convulsion under the hand of Chairman Mao. Today China is the world's second largest economy and its diplomatic power is a major influence around the globe. Can its military influence be far behind? It is also the second largest auto market and film market, both moving toward number one. And, it does not seem willing to back down from either trade or territorial disputes. Its president and party secretary, Xi Jinping, talks of a "China dream." **HS453 "Modern Chinese History"** is a research centered course that explores the revolutionary rise of China and seeks to understand the momentum that is propelling it into the 21st century. It also provides students with the opportunity to hone their research skills with an in-depth project on this rising dragon. **This course meets MWF 1:00pm—1:50pm.**

How Could You *Not* Love Him?



By: Jim Krukones

Whether he's invading eastern Ukraine or just trying to engineer the outcome of a U.S. presidential election, Vladimir Putin has caused many to wonder whether Russia is up to its old Soviet ways. Putin, after all, began his career in the KGB, the Soviet secret police, and he's described the collapse of the USSR as one of the greatest calamities in Russia's history. Might he be tempted to restore Soviet power by drawing on the old Stalinist playbook? If you have more than a passing interest in where Putin's Russia (and perhaps Russian troops) are headed next, there's no better place to start than its immediate past. **HS 488, Russian in Revolution: 1900 to the Present**, kicks off about a century ago and brings things up to the present. The story is action-packed, filled with world wars, revolutions, foreign invasion, centralized planning, social upheaval, political terror, nuclear competition, and McDonald's! Find out how the Russian people survived both Adolf Hitler and the Big Mac by registering for HS 488. The many rewards of doing so include a "Humanities" designation in the University Core Curriculum. **Class meets MW 3:30-4:45 p.m.**

Senior Seminar

By: Paul Murphy:

HS 490 (Senior Seminar) is the capstone experience for History majors, a chance to “put it all together” or, as the official course description has it, “demonstrate historical skills through common readings, class discussion, and written assignments.” This coming fall the Senior Seminar might be entitled “Politics, Religion and Society in Western History.” We will examine how political interests, religious views, and social forces have influenced historical developments in Western History. We will examine several instances of this from the Middle Ages to the Reformation. Students will then find a topic of interest from a period of Western History of their choice in consultation with the instructor and do a research paper on that topic. **This course carries C/AW/OP designations of the core and meets MWF 1:00-1:50pm.**



Do YOU Have What it Takes For an Internship?

Gain useful job skills, preserve the past, AND earn three hours* of history credit by signing up for **HS 498, Internship**, at one of Cleveland's significant historical institutions. Learn how to preserve manuscripts and archives or design a museum exhibit at the Western Reserve Historical Society, the Cuyahoga County Archives, the Rock and Roll Hall of Fame and Museum or other institutions. Hale Farm of the Western Reserve Historical Society offers these new internship opportunities: costumed interpretation, museum education, historic gardening, and historic preservation of buildings and grounds.

Internships should be arranged in advance with the institution and an instructor from the JCU History Department.

Greater Cleveland is rich in historical resources, and internships provide excellent opportunities to learn about and from them.

Internship requirements include these:

- 140 hours of work at the historical institution for 3 credits*
- Regular consultation with its supervising staff member and a member of the John Carroll History Department
- A journal that regularly records the student's internship activities
- A final paper or project that is determined by the student, professor, and staff supervisor. The student's final grade is assigned by the professor in consultation with the supervisor.
- Students should have a 2.7 grade point average in the major.
- Students may register for internships with their advisers, but internships should be arranged well in advance of the semester for which the student is receiving credit to ensure that the needs of both the student and the institution can be met.

See the Department Chair, Matt Berg, for a complete list of possible internships that are available.

*** Internships can range from 1-6 credits**

HISTORY MAJORS: WHERE ARE THEY NOW



Colleen Reilly '15

I graduated from the University of Cincinnati College of Law in May 2018 and passed the 2018 July bar exam. I currently am working as an Associate Attorney at Faulkner, Garmhausen, Keister & Shenk in Sidney, Ohio. While I was in law school I was a fellow for the Ohio Innocence Project, and last summer I had the immense honor and privilege of seeing one of the cases I worked on result in the exoneration of a wrongfully convicted Cleveland man (https://magazine.uc.edu/editors_picks/recent_features/innocent27.html).

Kathleen Durcan '97

I work for the National Park Service, overseeing the National Heritage Area Program from Washington, DC. I work with partners in 34 states and 55 National Heritage Areas including the Ohio and Erie Canalway from Cleveland to Akron and National Aviation Heritage Area in the Dayton region. Before coming to the National Park Service, I worked for the Baltimore National Heritage Area developing public history programs and trails. After graduation, I moved to DC to look for career opportunities. Following in Tim Russert's footsteps, I work from Senator Daniel Patrick Moynihan handling communications and media. Following Senator Moynihan's retirement in 2001, I was the Public Relations Manager for the National Trust for Historic Preservation. I earned my Masters in Museum Studies from George Washington University in 2004 with a focus on historic preservation. I have worked at historic sites and developed exhibits for many museums.



HISTORY MAJORS: WHERE ARE THEY NOW?

Christian Hedrick '97

Immediately after graduation I attended the University of Michigan to earn my MArch. (Master of Architecture) and, in 2001 started as a designer practicing architecture in Boston. While practicing, I was recruited to teach at the Boston College of Architecture (from 2002-05). After two years practicing with NBBJ in Columbus, OH, I decided to pursue my PhD and entered the History, Theory & Criticism Program in Architecture at MIT (Massachusetts Institute of Technology) in 2007 as a fellow in the Aga Khan Program for Islamic Architecture. My dissertation - entitled *Modernism with Style: Form, Meaning and the Origins of Modern Architecture in Berlin, 1780-1870* - required research time in Cairo, Egypt and Berlin, Germany. After graduating in 2014 (Ph.D., Architectural History), I was hired as a Digital Humanities Research Associate at the Aga Khan Documentation Center at MIT where I led a new research initiative focused on the pedagogy of architectural history. I also taught at Northeastern University as an assistant teaching professor in the dept of Architecture until 2017. In 2018, I founded my own architectural consulting company, while also teaching part time at MIT. Currently I am working on a large preservation/rehabilitation project for a historic train station in Florida. I continue to deal with "history" in practice everyday.

You should never give up your inner self.
http://www.brainyquote.com/clint_eastwood

Bridging the Gap With.....**HISTORY**

One mark of how closely integrated the study of History is to other disciplines is the number of interdisciplinary concentrations that include History: We encourage all our majors to explore these interdisciplinary programs, as well as to consider a double major. If you are already pursuing another major, you might want to ask about how **History** as a second major might help you broaden and deepen your undergraduate education.

Consider History as a double major!

History works well with other programs in the humanities and social sciences, and at only 39 credit hours, it's a very doable program. It's also great preparation for law school, graduate programs, nonprofit and NGO work, and education.

Please visit the history department website: sites.jcu.edu/history, talk to a faculty member, or contact the Chair, Matt Berg at mberg@jcu.edu.

We're thinking about .. History



sites.jcu.edu/history

John Carroll University
History Department

2020 Majors & Alumni Banquet
Featured Guest Speaker will be

John Carroll University History Alum,
Melanie Shakarian, Esq. '00

Melanie is currently the Director Development and Communications at The Cleveland Legal Aid Society

Tuesday, April 14, 2020

5:30PM Social—6:00PM Dinner

Reading Room
Dolan Science Center

Awards will be given to:

2020 Outstanding Graduating Senior

2020 Sr. Madeline Muller, HM - Dr. Marian Morton
Women Historian of Greater Cleveland

2020 Kerner Scholarship Recipient(s)

—————
\$20/person—spouses/guests of alumni welcome

Student cost—\$10

A Cash Bar will be Available

sites.jcu.edu/history

HISTORY 5-YEAR MBA PROGRAM

Interested in History but want to enter the Business or Nonprofit Management world after graduation? No problem! The History Department has just introduced a 5-year MBA program. It offers History students the opportunity to continue their education and earn an M.B.A degree with one additional year of study. All students are eligible for this program. While students progress through your History major, they take courses from the Boler School of Business. After graduating with a BA in History, students will spend a 5th year completing their MBA program in the Boler School.

Contact the Department Chair, Matt Berg, at mberg@jcu.edu or 397-4763. You may also contact the 5-year MBA program coordinator, Prof. Beth Martin, at martin@jcu.edu, or 397-1530.

Materials can also be found at: <http://sites.jcu.edu/history/pages/>

Don't forget to check out page 20 for information
regarding the Kerner Scholarship.
History Does Pay!

ARE YOU INTERESTED IN PURSUING A DEGREE IN HISTORY B/A-M/A NON-PROFIT MANAGEMENT?

The History department and the program in Nonprofit Management have collaborated to design a 5-year program in which students receive their BA in history in four years and a Master's degree in Nonprofit Management the fifth year. For a provisional course plan, visit <http://webmedia.jcu.edu/history/files/2011/11/HS-courseplan.pdf>, or visit Nonprofit's page at <http://www.jcu.edu/nonprofit/>. You can also contact Matt Berg, the history department chair, at mberg@jcu.edu, or Elizabeth Stiles, the head of Nonprofit Management, at estiles@jcu.edu.

All the classes that're fit to take!

The Historical Inquirer is published
in the spring and fall semester.
It can also be viewed in pdf format from
the link on the History Department webpage

Information is subject to change after publication of the
Historical Inquirer. Please confirm accuracy with the
Department Chair or appropriate professor.

Summer/Fall 2020

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