

The Historical Inquirer

Spring 2021
Course Offerings

John Carroll University Department of History

“All the classes that’re fit to take”



By Matt Berg

From the Chair

Interesting times... surreal even. Who would have thought we'd be teaching and learning remotely all of fall 2020, and who can say how the pandemic will shape how we meet and work together in spring 2021? Whether it is HyFlex, all remote, or perhaps even all face-to-face (wouldn't bet on the last one), the History Department, like other academic units at JCU, remains committed to helping you work towards fulfillment of degree requirements, to offering options for students interested in compelling elective courses, to providing interesting Core options that assist all students with important skills building.

History majors and minors 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, such as **Civil War and Reconstruction**, **20th Century Europe**, and **Nazi Germany**. At the introductory level, options include new courses like: **History of Science and the Body in America**, and established ones like **Spanish Armada**, **Introduction to Human Rights**, **U.S. Foreign Policy**, **History of the Popes**, and **History of the Caribbean**. All of our 100, 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 **History of the Supernatural**, **Masters and Underdogs (Latin America focus)**, and **Contemporary East Asian 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 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 during fall semesters 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



From the Chair, continued

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.** Most of our internship partners have continued to support internships during the Covid lockdown and the restrictions faced during fall 2020. We expect that this will continue in spring 2021. Visit <http://sites.jcu.edu/history/pages/internships/>, or visit me at mberg@jcu.edu, or most afternoons at <https://johncarrolluniversity.zoom.us/my/mpberg>. 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: <https://jcu.edu/academics/history/kerner-scholarships>.

If you have any questions about these matters or others, I invite you to contact me, to our administrative assistant Ms. Kellie Schwabl (kschwabl@jcu.edu), or my colleagues in the History Department.



Spring 2021 Quick Guide to History Courses with Core Designations

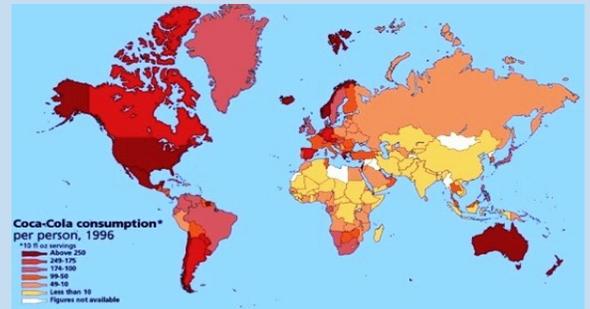
	<ul style="list-style-type: none"> • HS 212: History of the U.S. from 1877 • HS 257: U.S. Military History • HS 326: 20th Century Europe
	<ul style="list-style-type: none"> • HS 202: World Civilization 16th Century to the Present • HS 216: The Spanish Armada • HS 245: U.S. Foreign Policy • HS 280: Modern East Asian History •
	<ul style="list-style-type: none"> • HS 230: Intro to Human Rights • HS 275: Latin American Dictatorships • HS 285: African History through Autobiography • HS 307: History of the Popes
	<ul style="list-style-type: none"> • HS 223: The Modern Supernatural (Link with EN 255) • HS 251: Atlantic World (Link with EN 225) • HS 276: Masters and Underdogs (Link with EN 239) • HS 281: Contemporary East Asian History (Link with PO 231)

The History of the World, Up Until Yesterday

By Marcus Gallo

HS 202: World Civilization: Sixteenth Century to the Present examines the history of the world from 1500 to the present, focusing on how cultures encountered one another over the past five centuries. At the beginning of this time period, the peoples of the Old World and the New World had just begun to interact with one another. Over the course of this period, European powers stretched colonial empires over much of the globe, powering their expansion through trade and industrialization. By the end of this period, the forces of global capitalism penetrated virtually every corner of the globe, affecting nearly every individual on the planet. This course is therefore designed to give you tools to understand our increasingly interconnected world.

This class is required for history majors and also designed to fulfill the university's requirement for Engaging the Global Community (EGC). Therefore, you will be exposed not only to the history of cultural encounters, but also to political and literary theories about cultural encounters. We will use these theories to frame our historical understanding of the past five centuries.



HS 202: World Civilization Since 1600 Meet:

Section 51 meets MWF 10:00-10:50am;

Section 52 meets MWF 12:00-12:50pm.

EGC



I Want YOU for HS 212!

By Malia McAndrew

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.

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

Section 51 meets TR 8:00am—9:15am;

Section 52 meets TR 9:30am-10:45am.

HUM

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.

We love History!

MAJOR REQUIREMENTS

Major in History: 39 credit hours, at least 24 of which must be at the 300 and 400 levels. At least 20 hours must be taken in residence.

- ◆ History core: 18 credit hours (HS 201, 202, 211, 212, 300 and 490/491). Students must earn at least a grade of “C” in HS 300 to proceed to HS 490/491.
- ◆ Regional electives: 9 hours, all at the 300/400 level—once course each in the following three areas: United State, Europe, Asia, Africa, Latin America.
- ◆ General Electives: 12 hours, at least 9 of which must be at the 300/400 level. Elective courses in the major should focus on a region or theme to be pursued in the Senior Seminar or Senior Thesis.

Students seeking licensure in secondary education should consult in timely fashion with the Department of Education and their advisor. These programs may entail work beyond normal four years. Students in the Integrated Social Studies teaching licensure program must complete the following courses as part of their curriculum content requirements:

- ◆ HS 201, 202, 211, 212, 271, 300, 490/491 .
- ◆ Once course focusing on Global Studies (these are courses that are global in scope and not limited to single geographic regions.
- ◆ Two course in non-western history (Asia, Africa, Latin America)
- ◆ Three 300 or 400 level electives that support a regional or thematic focus.

How Did It Come to This?!

By Anne Kugler

In 1588 Philip II, king of Spain, the superpower of the sixteenth century launched a massive naval attack against Elizabeth, Queen of England. Unexpectedly, the Spanish were defeated--a watershed (really!) moment in the history of Europe and the Mediterranean. What possessed Philip to send the Armada? How did the English win against a much bigger, more powerful enemy? How did this episode arise from, and cause changes to, international relations, governments, religions and societies from England and Spain right the way through France, the Netherlands, and as far as the Ottoman Empire? **HS 216, The Spanish Armada**, will study the later sixteenth century in light of these questions. We will look at rulers, rebellions, beliefs, and economic pressures to analyze the situations that led up to, and resulted from, this confrontation. We will read a wide array of primary sources--from speeches and letters and memoirs through chronicles and diplomatic reports--as well as scholarly narratives to assess the causes, course, and outcomes of this remarkable confrontation.



HS 216: Spanish Armada

TR 12:30pm—1:45pm.

EGC

Fire Burn and Cauldron Bubble



HS 223: History of the Supernatural

Meets TR 3:30pm—4:45pm

LINK

By Ann Kugler Since ancient times—way before Shakespeare—ideas about the existence of the supernatural have included not only the divine but the monstrous—not only all-powerful gods, but the efficacy of charms, spells, and potions, as well as a panoply of magical creatures of good or ill intent. Just what did the earliest civilizations believe about the existence and character of the supernatural and how did it translate into their cultural practices and productions? How did this change (or not) over time with the fall of Rome and the rise of Christendom in Western Europe? And what was changing in the early modern era that meant on the one hand Europe saw an explosion of persecution for 'witchcraft' in the 1600s but by the 1700s elite society largely dismissed the idea of harmful magic, and people able to practice it, as 'superstition'? In **HS 223, "The Modern Supernatural,"** we will examine the history of, and evidence for, conceptions of the supernatural in western societies, exploring continuity and change up as it explains the situation at the beginning of the modern era in the nineteenth century. This course is **LINKED** with **EN 255 "Identity and Discourse in the Modern Supernatural,"** which continues this exploration into contemporary times.

HUMAN RIGHTS

by Matt Berg

Practically everybody recognizes that things called "human rights" exist and ought to be respected. But what are they? Where did they come from? Are there rights that every human should have? We might all agree that freedom from slavery is a human right. Yet what about a right to decent and affordable housing? A right to health care? A right to clean drinking water or to adequate nourishment?

This course surveys the development of human rights thinking since antiquity, with special attention to 20th century developments that contributed to the United Nations Universal Declaration of Human Rights, as well as recent human rights debates. We will build on our foundation by exploring case studies such as the death penalty, the plight of refugees, humanitarian intervention in conflict situations, forgiveness and reconciliation for past injustices, and torture. Students interested in most any potential major and pursuing most any career path will find the issues informative and relevant.



Artforhumanrights-<http://inpattern.com>

HS 230: Intro to Human Rights

Meets TR 9:-30am—10:45am

ISJ



U.S. Foreign Relations

By Daniel Kilbride

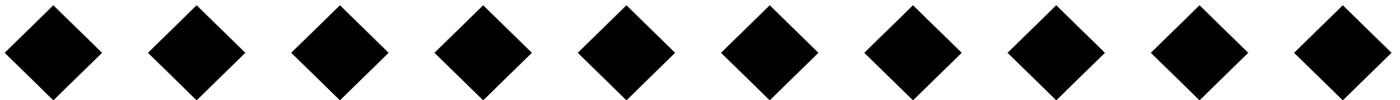
U.S. Foreign Relations examines the history of American foreign policy from its beginnings to near the present day – George Washington through Donald Trump. It focuses on the analysis of primary sources of American policymakers, their critics, and thoughtful commentators. Those include Washington’s “Farewell Address,” in which he warned Americans to beware of foreign interference in elections; Senator Albert Beveridge’s “The March of the Flag,” in which he urged Americans to embrace their imperial destiny; Charles Lindbergh’s “Neutrality and War,” imploring Americans not to give into “Jewish” (!) pressure to go to war against Nazi Germany; Dorothy Day’s essay in the *Catholic Worker* condemning the use of the atomic bombs against Japan; and Robert Kagan’s “Superpowers Don’t Get to Retire,” advising Americans not to give into Trumpian temptations to abandon the responsibilities of world leadership. This course features a significant interdisciplinary dimension. We will devote a lot of time to studying international relations theory (which requires some slumming in Political Science, mainly) to help frame the historical analysis of US foreign policy. In the core curriculum, this class counts as EGC (Engaging the Global Community).

HS 245: U.S. Foreign Relations Meet:

Section 51 meets TR 9:30am—10:45am;

Section 52 meets TR 2:00pm-3:15pm.

EGC



Add History as Your Minor!

It’s easy! It’s flexible!

All 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**

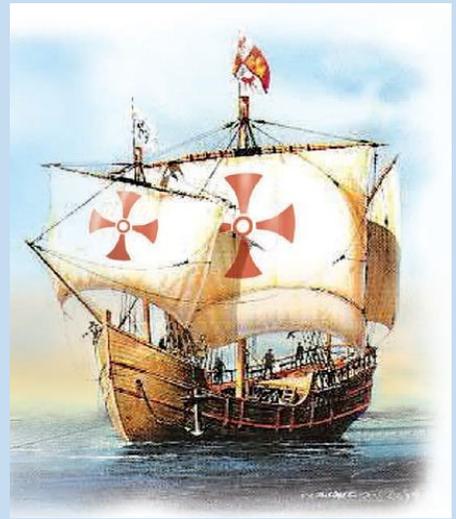
THAT’S IT!

Course Name	Meeting Times	Instructor	Core Code	Linked Course	Credit Hours
HS 202.51 World Civilization: 16th Century to the Present	MWF 10:00am—10:50am	M. Gallo	EGC		3
HS 202.52 World Civilization: 16th Century to the Present	MWF 12:00pm—12:50pm	M. Gallo	EGC		3
HS 212.51 History of the U.S. from 1877	TR 8:00am-9:15am	J. McAndrew	HUM		3
HS 212.52 History of the U.S. from 1877	TR 9:30am-10:45m	J. McAndrew	HUM		3
HS 216.51 Spanish Armada	TR 12:30pm—1:45pm	A. Kugler	EGC		3
HS 223.51 History of the Supernatural	TR 3:30pm—4:45pm	A. Kugler	LINK	EN 255	3
HS 230.51 Intro to Human Rights	TR 9:30am-10:45am	M. Berg	ISJ		3
HS 245.51 U.S. Foreign Policy	TR 9:30am-10:45am	D. Kilbride	EGC		3
HS 245.52 U.S. Foreign Policy	TR 2:00pm-3:15pm	D. Kilbride	EGC		3
HS 251.51: Atlantic World to 1700	MW 5:00pm—6:15pm	M. Gallo	LINK	EN 225	3
HS 271.51 World Geography	MWF 10:00am- 10:50am	A. Burkle			3
HS 275.51 Latin American Dictatorships	MWF 10:00am-10:50am	M.Marsilli	ISJ		3
HS 276.51 Masters and Underdogs	MWF 12:00pm-12:50pm	M. Marsilli	LINK	EN 239	3
HS 280.51 Modern East Asian History	MWF 8:00am-8:50am	R. Purdy	EGC		3
HS 280.52 Modern East Asian History	MWF 10:00am-10:50am	R. Purdy	EGC		3
HS 281.51 Contemporary East Asian History	MWF 12:00pm-12:50pm	R. Purdy	LINK	PO 231	3
HS 285.51 African History thru Autobiography	TR 12:30pm—1:45pm	J. McAndrew	ISJ		3
HS 307.51 History of the Popes	MWF 10:00am-10:50am	P. Murphy	ISJ		3
HS 326.51 20th Century Europe	TR 3:30pm—4:45pm	J. Krukones	HUM		3
HS 414.51 The Catholic Experience	MW 3:30pm -4:45pm	P. Murphy			3
HS 438.51 Civil War and Reconstruction	TR 12:30-1:45pm	D. Kilbride			3
HS 473.51 Nazi Germany	TR 2:00pm-3:15pm	M. Berg			3
HS 476.51 In the Name of the Incas	MWF 9:00am-9:50am	M. Marsilli			3
HS 491.51 Senior Thesis		M. Berg			
HS 498.51 Internship		M. Berg			

Atlantic Crossings!

by Marcus Gallo

HS 251, *Atlantic World to 1700*, examines the early history of European exploration of the Atlantic World. Early Atlantic history was a time of wonder and horror. While Europeans encountered a New World through their discoveries of the Americas, Native Americans and Africans encountered a new world as well. Shaped by new diseases, plants and animals, technologies, and political configurations, the New World gave rise to unique identities, as people adapted to circumstances out of necessity. This class is designed to be linked with **EN 225, *Atlantic Crossings***. Because of this, you will also acquire an appreciation for the literature of the early Atlantic world, and how an understanding of literature deepens our knowledge of the early Atlantic. Because this is an introductory history course, students will learn to analyze historical arguments, primary sources, and secondary sources. The course will focus on improving students' writing skills, including the ability to develop, sustain, and document historical arguments. **Prerequisites are: EN 120, EN 121, or EN 125, or HP 101.**



HS 225: *Atlantic World to 1700*
Meets MW 5:00pm—6:15pm.

LINK

WHO SAYS HISTORY DOESN'T PAY?

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. **Two** Kerner Scholarships are available each year up to **\$4,200** each 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 1, 2021.

Applications are online at: https://jcu.edu/sites/default/files/2020-09/Kerner%20Application%20SP21_0.pdf

By April 15, 2021, the Chair of the Department of History will announce the Kerner Scholars for the next year.





U.S. Marines on Mount Suribachi, Iwo Jima

HS 257: U.S. Military History

Meets TR 3:30pm—4:45pm.

HUM

“Fire for Effect” With U.S. Military History

By George Vourlojanis

United States Military History, presents the evolution of the United States military from loosely trained bands of local colonial militia defending loved ones and property against Indians and European enemies to a well-equipped, well-trained all-volunteer army of National Guardsmen, Reservists and Regulars defending the nation's coasts and overseas interests. Emphasis is placed on the army's role and operations within the context of our democracy. Attention is given to the parallel development of the citizen-soldier and the regular or professional and how each has been (and is) affected by military necessity, social and political pressures. HS 257 gives you the tools necessary to interpret America's military operations and wars. So in the immortal words of Country Joe and the Fish, “Put down your books and pick a gun we're gonna have a whole of fun in US Military History. This course fulfills the requirement for core credit for Humanities (HUM) and ROTC MS III.

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**

* Internships can range from 1-6 credits

Geography is in The News Every Day.

By Aaron Burkle

Do you watch the news? You should. There's a great, big world out there and they're talking about it on the news every night.

North Korea. Global refugee crisis. Climate change. Brexit. "But, Mr Burkle, I've never even heard of Brexit."



The world is getting more difficult to avoid as we become increasingly interconnected through transportation and telecommunications so it's high time you start learning about that great, big world before it comes knocking on your door and you're not prepared.

World Geography class will help prepare you when that global knock comes to your door. In **HS-271 World Geography**, we look at all the many ways places around the world are similar and different, or, simply put, globalization through the lens of global regions. We will look at what makes up culture and how culture differs around the world, the different political systems and how they interact (positively and negatively), and the global economy – economic development, patterns of trade and international economic organizations. One of the most effective ways of studying all this is by applying it to the real world. We talk weekly about world news event and apply the concepts of globalization to keep the course current; after all, globalization is an ongoing, evolving process. It is far more interesting and informative to see how geographic concepts apply to the real world than simply to learn all the details of one place and then move on to the next.

My hope for all new World Geography students is that you find this course interesting, that it gives you a greater understanding of the world around you and the many ways that we are all connected and, finally, that it awakens a sense of curiosity about the world and encourages you to be a global citizen, interested and invested in the success of the whole world.

Meets MWF 10:00 AM—10:50 AM.



Let's Talk About Men With Weapons... Latin American Dictatorships

by Maria Marsilli

Did you know that, since the 19th century, Latin America has been an open territory for foreign influence and political intervention? Europe first, and then the US, have been helping illegitimate governments that advanced their interests in the region, to the detriment of local peoples.

HS 275, Latin American Dictatorships, details all these events, from egomaniac Tennessee filibuster William Walker to Pinochet and the "Chilean 9/11," ending in the (not so) cover ousting of Honduras' President Manuel Zelaya. Although all the bad, corrupted guys will be present, attention will be payed as well to the collaboration by the locals in their own subjugation to foreign interests (you did not think that, right?) Additionally, as foreign-imposed dictatorships fed from local cultural values, we will explore the importance of gender roles in the construction and downfall of oppressive regimes in Latin America. Finally, Human Rights violations will be discussed, as well as the mechanisms used to reconstruct and validate collective memories, and the efforts of these societies to heal their wounds and avoid repeating their traumatic experiences.



HS 275: Latin American Dictatorships

Meets MWF 10:00am—10:50am



**ARE YOU INTERESTED IN PURSUING A DEGREE
IN
HISTORY B/A-M/A NON-PROFIT MANAGE-
MENT?**

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.

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 Graduate Studies Office at gradadmit@jcu.edu.

Materials can also be found at: <http://sites.jcu.edu/history/pages/prospective-students/5-year-history-bamba-program/>

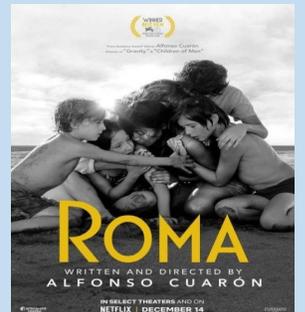
And...Light, Camera...Action!!!

**Power, Gender, Abuse, and Subversion in
Latin America at the Movies**

By: Maria Marsilli

Welcome to HS276, "Masters and Underdogs"! This class focuses on how unbalanced power has shaped (and continues to influence) Latin American societies, from the European conquest until today. We will check on the many forms of coercion that those in power have exerted over those power-less (conquest, slavery, patriarchy, dictatorship, foreign interference, narcos, neoliberalism). In addition, this class examines the multiple ways in which the underdogs have managed to survive, contest, and even subvert domination, from accommodation to manipulation, from sabotage to open uprisings.

This class is a LINK with EN 239 "Latin America Film: Power," which covers the ways in which power has been represented in Latin American cinema. In a combo, both classes connect social processes, ways of exerting power, accommodations, contestation, and (of course!) rebellions to the analysis of award-winning movies. Come join us for a feast for the imagination and candy for your eyes!



**HS 276: Masters and Underdogs
Meets MWF 12:00pm—12: 50pm**

LINK

East Asia: Confrontation, Destruction And Rebirth

By: Roger Purdy

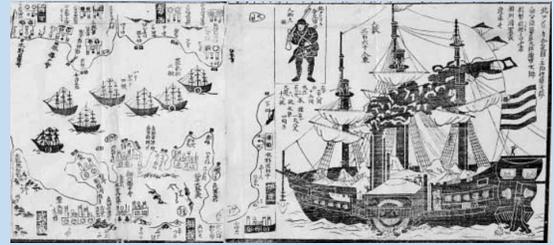
In the mid-19th century Western intrusion upset the stable Sinitic world of East Asia. The next century witnessed wars, revolutions, and a constant struggle for national identity as once dominant cultures failed and smaller cultures emerged as dominant. **HS280 Modern East Asia** examines the dynamics of China, Japan and Korea beginning with their confrontation with the West through their rebuilding after the devastation of the Pacific War, to become major economic powers and dominant players in regional and global affairs. Through examination of the turbulent 19th and 20th centuries, students can recognize the origins of the issues that shape East Asia and the world in the 21st century: China's return to global prominence and its ban on Winnie-the-Pooh; Japan's ambivalence toward its military role and the reinvention of its economy based on "national coolness"; and the future of a divided Korea.

HS 280: Modern East Asian History:

Section 51 meets MWF 8:00am—8:50am;

Section 52 meets MWF 10:-00am—10:50am.

EGC



Nationalism in Contemporary East Asia: Getting Drunk & Rude?

"It is like cheap liquor: Cheap liquor gets you drunk after only a few shots and makes you hysterical. It makes you speak loudly and act rudely. . . But after your drunken rampage you are left with nothing but an awful headache the next morning. We must be careful about politicians and polemicists who lavish us with this cheap liquor and fan this kind of rampage."

—novelist Murakami Haruki on nationalism, 2012

For nearly 70 years, since the end of the Pacific War in 1945, East Asia has been fairly peaceful. But has this been just a façade masking long standing resentments. Japan and South Korea, America's two closest allies in East Asia barely speak to each other at a time when their mutual cooperation is vital to hem in North Korea's nuclear ambitions. Meanwhile, the People's Republic of China is struggling to hang to a nineteenth century empire. An effort compounded by months of protests in Hong Kong. On top of this, Sino-American tensions and Covid-19, the stability and predictability of East Asia, the foundation for American foreign policy in the Western Pacific, seem anything but stable.



"Contemporary East Asia" HS283 puts current events into historical context. Beginning with the Pacific War, the course follows the reconstruction of China, Japan, and the Koreas, their economic successes and setbacks, their political change, and the way this region of the world now impacts the globe. Special attention will be given to how historical events of the early and mid-20th century still shape and color national policy and national identity well into the 21st. How long before a country can be forgiven for its crimes against another? How has China gone from victim to victory and then back to victim? How do regimes operate when built around a single personality? And, how do regimes use nationalism to intimidate their neighbors and manage their population? How did these countries response to the pandemic affect their national self-identity?

Nationalism was a potent political force in the 17th through 20th centuries, contributing to the modern nation state. But how does it fit the 21st century? Does it help create a sense of identity and shared values? Or, it is, as Murakami states, cheap liquor? HS281 is linked with PO231.

HS 281: Contemporary East Asian History

Meets MWF 12:00pm—12: 50pm

LINK

An Insider's View

By: Malia McAndrew

Too often the history of Africa has been told from the point of view of outsiders, be they slave traders, missionaries, travelers, colonial authorities, or representatives of non-profit aid organizations. **HS 285, *African History Through Autobiography***, will introduce students to African history through life stories told by Africans themselves. What did the slave Olaudah Equiano expect would happen to him as he was transported across the Atlantic? How did the political leader Nelson Mandela feel he could help to end apartheid from his prison cell on Robben Island? What did the young Muslim girl Fatima Mernissi think about her mother's choice to break with Moroccan tradition and leave the family harem? We will analyze a range of autobiographical texts, including diaries, journals, letters, and memoirs, to answer these questions, as well as many others. Over the course of the term, students will explore both the limitations and strengths of the autobiographical genre as we study the lives of both ordinary people and national figures. In addition to exploring individual narratives, this course will also familiarize students with the major developments, institutions, and events that have shaped the African past from the 16th century to the present.



***HS 285: African History through
Autobiography***
Meets TR 12:30pm—1:45pm

ISJ



HS 307: The History of the Popes
Meets MWF 10:00am—10:50am

ISJ

The History of the Popes From the Middle Ages To the Present

By: Paul Murphy

HS 307, *History of the Popes*, will examine the history of the papacy in its religious, social, political, and cultural aspects from ca. 1000 to the present. The papacy is one of the oldest continuing institutions in the West. Its history intertwines with the history of Europe and the World. A major goal of this course will be for students to grasp the ways in which the papacy and the popes have been influenced by and have influenced the world. Throughout the course, students will examine issues of social justice by examining the relationship of religion and religious change to cultural and social change. Acquiring an understanding of these issues is the primary goal of the course. Specific issues under examination will include: The rise of papal monarchy and the changing role of the popes as teachers and controllers of church doctrine; the role of the popes in the Crusades; the popes and artistic patronage in the Renaissance and Baroque periods; the use of the Roman Inquisition to control religious expression; the Church and the emergence of democratic and revolutionary movements in the 19th and 20th centuries; and the place of the popes in a global context involving religious diversity, international conflict, and efforts at peacemaking in the 21st century.

Will Europe Survive the 21st Century?

By Jim Krukones

One might well wonder, given recent developments such as Brexit and the rise of political demagogues throughout the continent. But this wouldn't be the first time that Europe has faced serious challenges. For much of the 20th century, it was plagued by nationalist rivalry and global warfare. It was hard hit by the Great Depression and got caught up in the rise and fall of fascism and Soviet Communism. It served as the stage for several early Cold War conflicts and was confronted by the rebellions of Third World peoples whom it had long held in its imperialist grip. Yet it went on to achieve unprecedented prosperity and economic integration, aided in part by the "fall of the Wall" in the early 1990s. Moreover, the nations of the continent have sought to forge a common identity, free from external interference, through the European Union (although that, too, has had its own problems lately). In short, any predictions as to Europe's future role in the world need to be informed by an appreciation of its recent history. That fascinating saga, featuring a large cast of colorful characters, is recounted in **HS 326, 20th-Century Europe**.



**HS 326: 20th Century Europe
Meets TR 3:30pm—4:45pm**

HUM

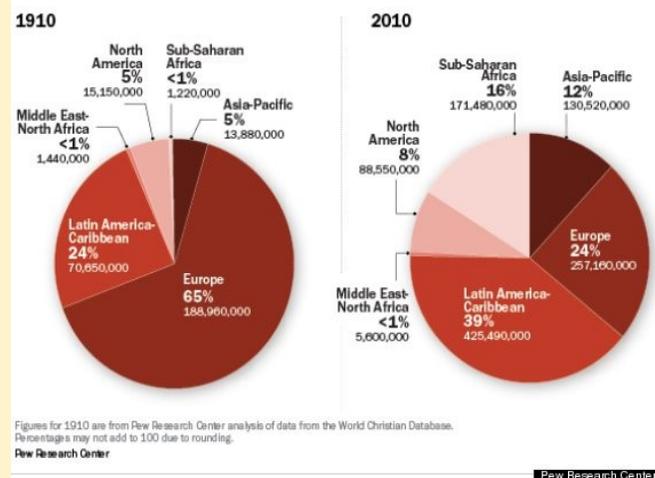
The Catholic Experience

By Paul Murphy

HS 414, The Catholic Experience, the capstone course for the Catholic Studies minor, seeks to assist the student in synthesizing the learning across their courses of studies in the Catholic Studies Program. As a history course it seeks to analyze various issues in Catholic thought and culture in historical context and as subject to historical development. Topics that will be addressed include the Catholic University and intellectual activity, the development of doctrine, current ethical issues in the areas of bioethics, war and peace, and issues confronting family life, and ministry. **This course is also listed as a Catholic Studies course.**

Regional Distribution of Catholics, 1910 and 2010

Percentage of all Catholics that live in each region as of ...

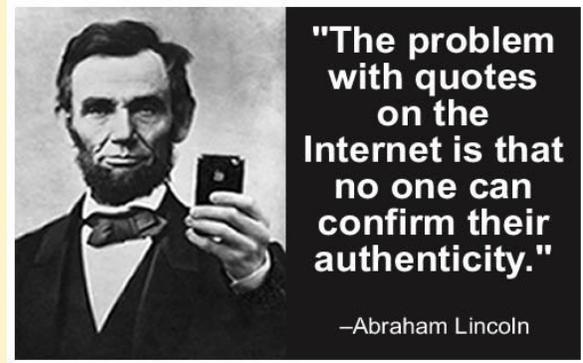


**HS 414: The Catholic Experience
Meets MW 3:30pm—4:45pm**

Era of the Civil War and Reconstruction

By Daniel Kilbride

In this course we will take a deep dive into the history and analysis of the most contentious era in American history. The class takes a comprehensive view of the decades from 1848-1877, examining its social history, political culture, popular culture, the military course of the war, diplomacy, and developments regarding race & gender. Special attention will be given to the roots of the sectional conflict, the causes of US victory/ Confederate defeat, the evolution of US war aims from the preservation of the Union to emancipation, and the mighty struggle over black citizenship, racial justice, and sectional reconciliation during Reconstruction.



HS 438: Civil War and Reconstruction

Meets TR 12:30pm—1:45pm

History 473: Nazi Germany: Origins, Structures, Consequences



HS 473: Nazi Germany

Meets TR 2:00pm—3:15pm

By Matt Berg

Very few topics in twentieth century history have captured the same broad interest as Nazi Germany has. Yet the tendency to focus on the war of conquest and genocide unleashed by the Third Reich tends to obscure some of the most challenging and interesting questions of twentieth century European history--for example, how did World War One and the circumstances of the interwar years radicalize the German population? What did the Nazi Party seem to offer that other political parties could not during the late '20s and early '30s? How did the Nazis reorganize state and society after seizing power? How did Nazi racism develop in theory and play itself out in practice? How were women treated during the Third Reich? Was resistance to the regime possible?

These themes are among the several that will be explored in this course. Combining a series of challenging readings and a wealth of documentary film, students will be encouraged to rethink their understanding of this period in Europe's past, and to try and come to terms with more recent debate as to whether or not the Third Reich's crimes against humanity were unique in human history.

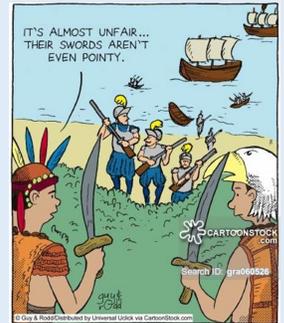
You may not always have a comfortable life and you will not always be able to solve all of the world's problems at once but don't ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own.

Michelle Obama

Shall we talk about the Incas??...or how a humble tuber managed to save Irish culture?

by Maria Marsilli

Did you know that the germs carried by a handful of Spaniards conquered the mighty Inca Empire? The millions of subjects of the powerful semi-god Inca ruler fell not to the Europeans' swords but to the invisible foe brought by the invaders. Also, did you know that the unpretentious potato was first domesticated by the Incas and, after the Spanish conquest, got introduced to Europe where it became crucial to the Irish diet? Hundreds of years after the collapse of the Inca Empire, Andean peasants still gather their energies in the name of the Incas, ordinary people dream about Incan times as a golden age, and shrewd politicians name themselves heirs to the Incan splendor. So what is it about the Incas that excite our imagination? **HS 476, *In the Name of the Incas: From Imperial Splendor to Colonial Collapse and Messianic Returns***, explores manifold answers. The course traces the mythical origins of the Incas, their remarkable accomplishments, and the tragedy of their defeat. The religious basis of their Empire will be carefully explored by reassessing unknown religious practice, like child sacrifices. The use of the Incas by both Andean "paganism" and the militant Catholic Church will provide an alluring discussion setting. Also, changes in women's roles as a result of the conquest will receive our attention. Anti-colonial rebellions accomplished in the name of the Incas will be used to understand the messianic appeal that the Incan model of social organization holds even today. A basic ingredient of our exploration is to give the protagonists a chance to defend themselves. Therefore, primary sources produced by Indians, Spaniards, zealous idolatry extirpators, native witches, and modern Andeans will receive our attention. This is an exciting multidisciplinary course that will challenge your imagination. It is a fascinating window into how and why the most popular ingredient in common people's dreams is...history. What? Nobody told you that?



HS 476: In the Name of Incas

Meets MWF 9:00am—9:50am

History Alumni... Where are They?

Featuring Members of the Class of 2018



Maggie Lucas: I'm teaching history at Chaviva High School. It's an all girls Orthodox Jewish School in Cleveland Heights that opened its doors in Fall of 2018. I teach 9-12 history (World, US, Government, and Economics) as well as providing College Prep guidance and ACT prep to 12th and 11th grade. I've been teaching at Chaviva for the past three years (since graduation) and have enjoyed seeing the school grow from a mere 10 girls our first year to 30+ this current semester. As a small school we have been able to learn in person while following CDC guidelines this semester and plan on continuing in person, following the current Jewish holiday of Sukkos, after experiencing a very challenging remote-learning based semester in the Spring.

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Rebecca Ries-Roncalli: I am pursuing a masters in Social Science at the University of Chicago. My research interests are late medieval and early modern Europe, with an emphasis on how women related to the femininity taught by religious institutions, and how they defied those very constructions of femininity and some became spiritual guides in their own right.



♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦



Zachary Toth: For the past 3 years I have been a high school history teacher at Bedford High School. I teach US Government and Honors US studies. My first year at Bedford I was awarded the Rookie of the Year award, which is awarded to the best first year teacher in the district. Along with teaching, I am the offensive coordinator of the football team, the varsity assistant of the basketball team and the girls Jv softball coach. This past summer I received my master's degree in curriculum and instruction from Western Governors University. Aside from my career, I got engaged in January.