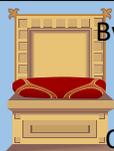


The Historical Inquirer

Summer/Fall 2021
Course Offerings

John Carroll University Department of History

“All the classes that’re fit to take”



By Matt Berg

From the Chair

On behalf of the History Department, I hope you’re holding up well physically and emotionally as we enter the second year of COVID 19 restrictions. We are committed to helping you make progress towards fulfilling your degree requirements safely and compassionately. Even as we look forward to working with you collectively in the classroom setting again, we will never cut corners when it comes to furthering student learning, advising, and mentoring.

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 2021 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 School 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.

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 transferable to any number of careers, as the experiences of History Department alumni demonstrate.

Please note: some lower-level courses have been renumbered. Effective Fall '21 all History Department courses with HUM or ISJ designations at the 200-level are now listed as 100 level courses. Many of you have taken some of these courses already, and we wouldn’t want any confusion – you can’t receive credit for the same course a second time, despite the new number. Courses with EGC or LINK designations *will not change numbers*. *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.*

What’s on tap for Fall '21? We are happy to offer some well-received courses at the upper level that haven’t been taught in the last Bulletin cycle: Imperialism and Decolonization, History on Film, Women and the Catholic Church in the Americas, Early Modern France, and the U.S. since 1945. At the introductory level, options include: Saints and Scoundrels, History of Medicine in America, and Latin American Military Dictatorships. 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, and the Atlantic World to 1700, and Japanese History. All of these courses are described below.

What can you do with your newfound knowledge and sharpened writing, critical reading, and oral presentations skills once you graduate? 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.



From the Chair, continued

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 above and beyond the ones you'll experience through the department.

Internships. You appreciate that it is important to gain valuable experience before you start looking into the job market right before graduation. We encourage you to pursue internships and fellowships in NE Ohio, in the U.S., and even abroad in areas of interest to you that can help open doors when you look for jobs or apply for graduate or post-B.A. professional programs. You can even arrange to earn 3 credit hours towards the History major for an internship under some circumstances -- majors and minors may sign up for HS 498 to receive 3 credits for internship work. There are even internship opportunities that pay a stipend.

Whatever your interests may be, we can help you identify opportunities that can be important for vocational discernment, and can provide pre-professional training. Visit <http://sites.jcu.edu/history/pages/internships/> or contact me at mberg@jcu.edu, or our administrative assistant Kellie Schwabl at kschwabl@jcu.edu. We have had success in safely helping students undertake internships even with pandemic restrictions, and we are prepared to continue in that spirit if restrictions are maintained into the start of next academic year.

We take care of our students. 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> or you can email Kellie Schwabl (kschwabl@jcu.edu) for an electronic version.

Summer/Fall 2021 Quick Guide to History Courses with Core Designations

	<ul style="list-style-type: none"> • HS 114: Revolutionary Europe • HS 212: History of the U.S. to 1877 (SUMMER II ONLY) • HS 265: Vietnam War • HS 333: History on Film
	<ul style="list-style-type: none"> • HS 201: World Civilization to 1500 • HS 280: Modern East Asian History (SUMMER III ONLY) • HS 330: Imperialism and Decolonization • HS 373: Women and the Catholic Church
	<ul style="list-style-type: none"> • HS 113: Saints and Scoundrels • HS 137: History of Medicine in America • HS 175: Latin American Military Dictatorships • HS 211: History of the US to 1877 (SUMMER I/Fall)
	<ul style="list-style-type: none"> • HS 214: Twentieth Century U.S. History (Link with COM 243) • HS 225: World War I & Modernity (Link with EN 282) • HS 240: Spiritual Awakenings in Early America (Link with TRS 227) • HS 251: Atlantic World to 1700 (Link with EN 225) • HS 381: Japanese History (Link with EN 288)

SUMMER 2021 OFFERINGS

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, topically 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 I 2021.**



ISJ

HS 211: History of U.S. to 1877

Meets Online During Summer Session I

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.

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.

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

Meets Online during Summer Session II

HUM

SUMMER 2021 OFFERINGS

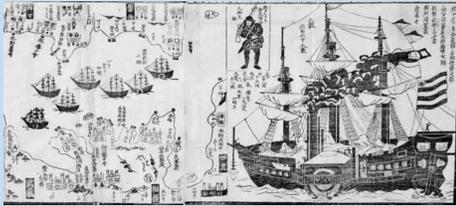
East Asia: Confrontation, Destruction and Rebirth

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 Asia meets during
Summer Session III
MTWTH 10:45am-1:20pm*

EGC



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/academics/history/kerner-scholarships>

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



FALL 2021 OFFERINGS

Saints and Scoundrels

By: Paul V. Murphy

HS 113, 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).



HS 113.51: Saints and Scoundrels Meets:

TR 3:30pm-4:45pm

ISJ

Revolutionary Europe

By: Anne Kugler

Why does hierarchy exist? Is it justified? How? If it is not justified, how, why, and by whom can it be overturned? What, exactly, does “equality” mean, and for whom? From 1750 to 1850 in Europe these questions inspired and propelled an extraordinary century of upheaval and transformation from a social order based on assumptions of inequality and privilege, to a context where many groups demanded--and sometimes achieved-- equality and fundamental rights. This course will study the French Revolution, the Industrial Revolution, and the Revolutions of 1848 in light of these questions. Starting with an examination of the traditional European social and political order, we will track the fallout from the Scientific Revolution and the Enlightenment on the emerging ideas of natural rights and how they played into the French Revolution and the Industrial Revolution. Finally, we will consider the Revolutions of 1848 as a marker of how deeply these ideas and events had (or had not) altered European conceptions of equality, liberty, and justice by the mid-1800s.



HS 114: Revolutionary Europe Meets:

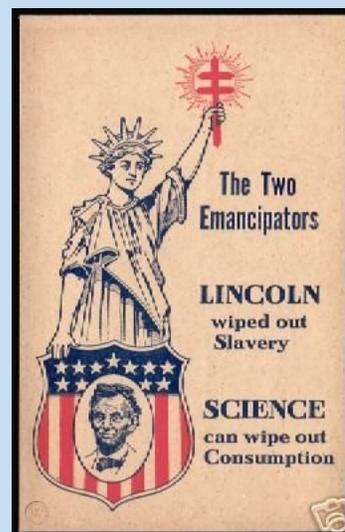
Section 51 meets TR 2:00pm-3:15pm

ISJ

History of Medicine in America

By: Daniel Kilbride

You don't have to be majoring in Biology or PreMed to get a lot out of HS 137, **The History of Medicine in the United States**. We've all been sick; we've all had interactions -- good and bad -- with the medical profession; and we have all struggled with issues of access to and the costs of medical care. And, unless you've been in a coma since March 2020, you know that the COVID pandemic has raised a myriad of troubling issues -- the role of governments in promoting public health, vaccine denial/skepticism, and misinformation and conspiracy theories, to name a few. This course also satisfies the Issues in Social Justice (ISJ) category of the core curriculum, and of course COVID has highlighted many of the justice issues that have always been present, but perhaps less visible, in non-pandemic times. **This course is restricted to students enrolled in the Honors Program.**



HS 137: History of Medicine in America Meets:

TR 9:30am—10:45am

ISJ

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 175, 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 paid 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 175: Latin American Dictatorships

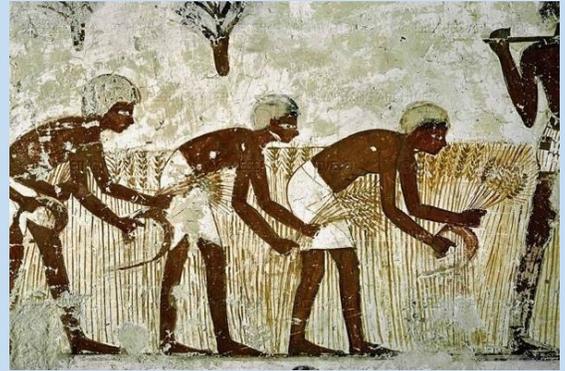
Meets MWF 1:00pm—1:50pm

ISJ

Agriculture: Human's Biggest Blunder?

By: Roger Purdy

Was the development of agriculture and the domestication of animals one of mankind's greatest success or its biggest mistake? Farming occupied more time than hunting and gathering, produced a less diverse diet and could ultimately fail just before harvest. At least the hunter gatherer could more easily move and follow its food source. Nevertheless, humans turned to agriculture with its settled communities which also necessitated the need for moral codes, writing, art and architecture. Kingdoms and empires and soon followed. And, as more civilizations rose, they confronted each other, which led 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 fields 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.



HS 201: World Civilization Since 1500 Meets:

Section 51 meets MWF 9:00am-9:50am;

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

EGC



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 lowlights, 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.

HS 211: History of the U.S. to 1877 meets:

Section 51 meets MWF 12:00pm-12:50pm;

Section 52 meets MWF 1:00pm—1:50pm

ISJ

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: 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.

HS 214: Twentieth Century U.S. History Meets:

MWF 11:00am-11:0050am

This course is linked with COM 243

[LINK](#)

The Conflict That Changed Everything

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.

*HS 225: World War I and Modernity
Meets TR 9:30am—10:45am*

This Course is Linked with EN 282

[LINK](#)

World War I & Modernity abandons traditional military history, and explores “the Great War” through a comprehensive introduction to social, cultural, political, economic, technological themes.

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.



*HS 240: Spiritual Awakenings in Early America Meets
TR 11:00am-12:15pm*

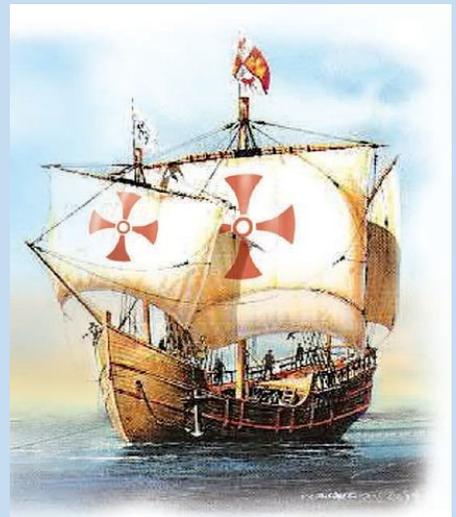
This Course is Linked with TRS 227

[LINK](#)

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.***

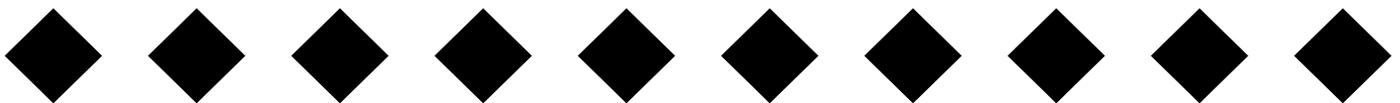


HS 225: Atlantic World to 1700

Meets TR 12:30pm-1:45pm

This Course is Linked with EN 225

LINK



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 113.51 Saints and Scoundrels	TR 3:30pm-4:45pm	P.Murphy	ISJ		3
HS 114.51 Revolutionary Europe	TR 2:00pm—3:15pm	A. Kugler	ISJ		3
HS 137.51 History of Medicine in America	TR 9:30am-10:45am	D. Kilbride	ISJ		3
HS 175.51 Latin American Military Dictatorships	MWF 1:00pm-1:50pm	M. Marsilli	ISJ		3
HS 201.51 World Civilization to 1500	MWF 9:00am-9:50am	R. Purdy	EGC		3
HS 201.52 World Civilization to 1500	MWF 10:00am-10:50am	R. Purdy	EGC		3
HS 211.51 History of the U.S. to 1877	MWF 12:00pm-12:50pm	M. Gallo	ISJ		3
HS 211.52 History of the U.S. to 1877	MWF 1:00pm-1:50pm	M. Gallo	ISJ		3
HS 214.51 Twentieth Century U.S. History	MWF 11:00am-11:50am	M. McAndrew	Link	COM 243	3
HS 225.51 World War I & Modernity	TR 9:30am-10:45am	M. Berg	LINK	EN 282	3
HS 240.51 Spiritual Awakenings in Early America	TR 11:00am-12:15pm	R. Hessinger	Link	TRS 227	3
HS 251.51 Atlantic World to 1700	TR 12:30pm-1:45pm	M. Gallo	Link	EN 225	3
HS 265.51 Vietnam War	TR 3:30pm-4:45pm	G. Vourlojianis	HUM		3
HS 300.51 Historical Methods	MF 2:00pm-3:15pm	M. McAndrew			3
HS 330.51 Imperialism & Decolonization	TR 2:00pm-3:15pm	M. Berg	EGC		3
HS 333.1 History on Film	T 6:30pm-9:15pm	J. Krukones	HUM		3
HS 373.51 Women & the Catholic Church in the Americas	MWF 11:00am-11:50am	M. Marsilli	EGC		3
HS 381.51 Japanese History	MWF 12:00pm-12:50pm	R. Purdy	Link	EN 288	3
HS 415.51 Early Modern France	TR 11:00am-12:15pm	A. Kugler			3
HS 440.51 United States since 1945	MW 3:30pm-4:45pm	M. McAndrew			3
HS 490.51 Senior Seminar	TR 12:30pm-1:45pm	P. Murpy			3
HS 491.51 Senior Thesis		M. Berg			
HS 498.51 Internship		M. Berg			

Vietnam War

By: George Vourlojianis



I knew from the start that I was bound to be crucified either way I moved. If I left the woman I really loved – The Great Society – in order to get involved with that bitch of a war on the other side of the world, then I would loose everything at home. . . . But if I left that war and let the Communists take over South Vietnam, then I would be seen as a coward and my nation would be seen as an appeaser and we would both find it impossible to accomplish anything for anybody anywhere on the entire globe.

From an interview with President Johnson by Doris Kearns Goodwin in Lyndon Johnson and the American Dream (1976).

With the full force of American prestige and military might behind him, President Lyndon Johnson immersed the nation in a quagmire that ultimately became a national embarrassment – The Vietnam War. A war that the United States lost. Those who study the war, invariable come away from it with a question. *How did the United States win every major battle in and over Vietnam and yet loose the war?* **HS 265 – Vietnam War** will provide you with the tools necessary to thoughtfully answer that question. The war is investigated from the viewpoints of the three principal belligerents – the South Vietnamese, the North Vietnamese and the United States. Major phenomena discussed and interpreted will include: Vietnam's colonial past, the American commitment, the Ia Drang Valley Campaign, attrition warfare and search and destroy, principal leaders, the Viet Cong (VC), Operation ROLLING THUNDER, TET Offensive (1968), the anti-war movement, Vietnamization and the Army of Vietnam (ARVN), the People's Army of Vietnam (PAVN), Richard Nixon, My Lai, Paris Peace Accords, Operation LAM SON 719, the Fall of Saigon, and Operation FREQUENT WIND. The course will wind up with a discussion of the war's lasting legacy. So, in the immortal words of Country Joe McDonald, "Put down your books and pick up a gun. . . next stop is Vietnam."

HS 265: Vietnam War Meets

TR 3:30pm-4:45pm

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

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**

Dig In!

By: Malia McAndrew

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!



HS 300: Historical Methods meets

MF 2:00pm—3:15pm

Imperialism and Decolonization

By: Matt Berg

The legacy of colonial empires is still apparent across the globe, and lays at the roots of so many conflicts we have seen in recent years. What drove some societies to embrace expansion? How did they justify their goals? What was the experience of living under direct or indirect foreign control for people who wound up being the targets of imperial expansion? This course explores the motivations, assumptions, strategies, and technologies of empire building societies on the one hand – and, on the other, the ways that colonized peoples either resisted foreign domination or accommodated themselves to it, and in some cases embraced it. Students will examine the interconnected yet unequal relationships between colonial and colonized societies between roughly 1800 and 1960. We will pay particular attention directed to the years after World War II when anti-colonial movements began to achieve success. Case studies will focus primarily on Britain and France as examples of colonizers, and India, Algeria, Kenya, and China as colonized societies.



HS 330: Imperialism and Decolonization meets:

TR 2:00pm—3:15pm

EGC

Real vs. Reel History

By: Jim Krukones

Even a global pandemic didn't change certain things about the movies released in the last dozen months. Filmmakers continued their love affair with the past and continued to recreate it on the screen. Consider, to name just a few examples, the following: *Mank*, a biography of the screenwriter who created the script for *Citizen Kane*; *The Trial of the Chicago 7*, a look at the violent encounter between protesters and police at the 1968 Democratic Convention; *One Night in Miami*, which dramatizes a meeting of four icons of the U.S. civil rights movement; and *The Dig*, which deals with the excavation of a sixth-century Anglo-Saxon ship at the Suttoo Hoo burial site in England in 1939. All of the movies "based on true events" often end up saying as much about the era of their production as they do about the period they're supposed to portray, which makes them even more interesting. **HS 333, History on Film**, uses dramatic features and a few documentaries to explore the restaging of history on the screen. It also examines cinema as a valuable source of historical information. The class meets one evening each week to accommodate film showings along with lecture and discussion. The major written requirement is a deep dive into two films of your choice. *HS 333* is what used to be known as a reserved-seat attraction, so make sure to book your ticket without delay.



HS 333: History on Film meets:

T 6:00pm-9:15pm

HUM

Women & the Catholic Church in the Ameri-

By: Maria Marsilli

HS 373: Women & the Catholic Church in the Americas meets:

MWF 11:00am—11:50am

EGC



European colonization of the Americas also brought a new faith to native peoples and the imposition a different set of cultural roles. Spanish (and, to some extent, also French) agents of colonization were charged with turning natives into "civilized" peoples, of course in European style... whether they liked it or not. Catholicism played a major role in the process, and it had a deep impact on how women in the colonies were to behave, pray, love, and imagine themselves.

Some women found in the new faith and its institutions spiritual and material refuge. Churches, parishes, and nunneries turned for them into places to learn, grow, and find spiritual, social, and intellectual fulfillment. A good example: Sor Juana, the Mexican nun recognized as one of the voices of the Spanish Golden Age (pictured at work below). Others were beatified and even canonized (take, for instance, Kateri Tekakwitha, the Algonquin–Mohawk saint). Some were not as fortunate. Under Spanish colonization, many women were persecuted as witches for practicing their native religion, tortured, and burned at the stake.

This class pays attention to both sides of the coin. It tells the story of how women both benefit from and adapted to a formidable spiritual force to gain recognition and a safe place in an abusive male-controlled society. It also focuses on those less fortunate who paid with their lives for their need to stay true to themselves.

**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/>

**Japan: From Before the “Shining Prince”
to “Vanishing Elephants”**

“In fact the whole of Japan is pure invention. here is no such country, there are no such people”
—Oscar Wilde

By: Roger Purdy

Is there a singular Japan? Or is it a series of re-inventions? What began as a confederation of tribes, it re-invented itself into a miniature Chinese Tang state. From a closed warrior society, it re-invented itself as a modern nation. Devastated by war it re-emerged as a major economic power. And, after its economic bubble burst, it re-invented itself yet again through “Hello Kitty,” sushi, ramen, anime and Pokemon as a “soft power” superpower. Using the literature of Japan as well as its visual and material culture, **HS381, Japanese History**, explores this constantly evolving culture. (HS381 is linked with EN288 and counts as a linked course for the integrative requirement for the Integrative Core. Students are expected to enroll in both courses.)

LINK



HS 381: Japanese History meets
Meets MWF MWF 12:00pm-12:50pm
This Course is Linked with EN 288



Conqueror or Tyrant? Why So Many Lions?

By: Anne Kugler

What is Louis XIV trying to sell us? In **HS 415 Early Modern France**, we will address the issues of early modern government, social structure, and culture from the perspective of both the rulers and the ruled. Starting with a brief look at France in the Renaissance, we will go on to examine the effects of the Reformation on French society, culture, and politics, with particular attention to the catastrophe of the Wars of Religion in the second half of the sixteenth century. We will consider the reasons for the subsequent rise of absolutism under Louis XIV and consider its effects on ordinary people as well as French institutions. Lastly, we will discuss the eighteenth-century Enlightenment critique of the old order as it developed up to the eve of the French Revolution. Was it really about universal liberty and equality?

In order to answer this and many other questions, we will use a variety of sources, ranging from correspondence, legal documents, memoirs, and speeches, through cartoons, portraits, film, and scholarly articles. Come help deconstruct Louis, his forebears, and his descendants as they try to persuade, awe, and reassure us.

HS 415: Early Modern France meets

TR 11:00am—12:15pm

U.S. History Since 1945

By: Malia McAndrew

Have you ever been shut out of a conversation on American politics, culture, commerce or society when someone begins their arguments with facts that are 50 years old? Have your parents or grandparents ever pulled rank on you at the dinner table with the famous line “well, that’s not the way we did things back in our day.” Are you fed up with people snickering that “you’re way too young to remember that!” Despair not reader, **HS 440, U.S. History Since 1945**, can help!



Students come out of **HS 440** with a solid understanding of American history from World War II to the present day. We will analyze the cold War in the 1950s, the Civil Rights Movement in the 1960’s, the reproductive rights campaign of the 1970s, and the conservative turn in American politics during the 1980s. We will study migration and the movement of American people from cities, to suburbs to exurbs, and to virtual communities. As we discuss the major events and personalities of the second half of the 20th century we will place special emphasis upon how gender, race, class and sexuality have shaped the American landscape. And we’ll even move our analysis in to the 21st century with discussions about the War on Terrorism and Hip Hop Culture.

Besides impressing others with your ability to use words like “stagflation” and “dente” in a sentence, this course will give you a deeper understanding of the forces that directly shaped the world you live in today. You may be younger than the Baby Boomers and Gen Xers but, after HS 440 you will know their history as well as they do.

HS 440: United States Since 1945 meets

MW 3:30pm—4:45pm

Senior Seminar

By: Paul V. 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 .**



HS 490: Senior Seminar meets:

TR 12:30pm—1:145pm.

History Alumni... Where are They?

Katie Wiczewski, Class of 2015

I currently work as a History teacher at Arbor Preparatory High School in Ypsilanti, Michigan. I also have been accepted as a Masters in Education student at the University of Michigan.

Since graduation, I've traveled to Poland, the UK and France to visit numerous historical sites and tour the countries. Favorite memories include standing inside a German gun nest atop a cliff at Normandy beach, climbing to the top of Mont Sante-Michel in the north of France, walking through Auschwitz/Auschwitz-Birkenau in Poland and visiting the Churchill War Rooms in London. Whenever I visit WWII and Cold War sites or discuss the time period, I always fondly share memories in Dr. Berg's Nazi Germany and Cold War history courses! I also got to see the Crown Jewels when visiting London and remembered learning about the royals in in Dr Kugler's Early Modern British history class. I hope to someday visit Rome again, but I'm not sure how any trip to Italy could ever beat visiting it with Dr. Murphy!

