

“All the
classes
that’re fit
to take”

The Historical Inquirer Department of History

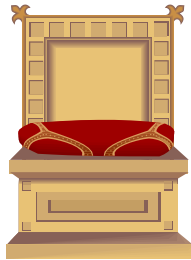
Campus Edition
Mostly sunny with
some turbulence
mid-semester
and early December

Summer/Fall 2014 Course Offerings

From the chair

by Dan Kilbride

It has been an exciting couple of years for the history department at JCU. The department has witnessed the retirement of two long-standing and popular faculty members, Profs. David Robson and Robert Kolesar. More recently, the department mourned the passing of a longtime department member, former dean of the College of Arts and Sciences, and head of the Humanities Program, Prof. William Ryan. On a happier note, this fall we welcome a new faculty member, Prof. Marcus Gallo, who comes to us from the University of California-Davis, where he earned his Ph.D. in early U.S. history, via Shippensburg University in Pennsylvania, where he has been teaching for a few years. Prof. Gallo will be teaching courses on colonial, Revolutionary, and early U.S. history. In the fall he’s teaching two sections of the US history survey (HS 211) and the upper-level course on the colonial era of US history (HS 431). We’re very excited to welcome Prof. Gallo to the JCU community.



The department’s course offerings for the fall feature some new courses along with some we have not offered for a long time. We are very excited that Mike Bowen is introducing a new class, U.S. Environmental History (HS 195, core div. II), which examines the history of the changing natural environment of the US since early times, the impact of human development on the environment, and the rise of ecological consciousness and the environmental movement. Malia McAndrew is teaching our second brand-new course, Women in Contemporary History (HS 197A, core II D,R), which looks at the history of women in the modern world from a global perspective, with special attention to Asia, Africa, and the Americas. This class focuses on evolving concepts of sexuality and the body, political activism, and how other facets of identity such as nationalism

Continued on page 2

From the Chair, continued

and ethnicity intersect with concepts of womanhood. Finally, Maria Marsilli is teaching a brand new course on outside interference in the internal affairs of Latin America, HS 295: Latin American dictatorships. It focuses on the sordid history of European and, especially, American efforts to intervene in local politics and the efforts of local people to resist that interference.

For history majors, Mike Bowen is resurrecting an old favorite that is essentially a new course: HS 495B, America in the 1960s, which pretty much says it all about that class.

Some old favorite courses are also making a return: Prof. Anne Kugler’s Women in Ancient Greece and Rome (HS 196A), Jack Patton’s Trials of the Centuries (HS 196B) – focusing on famous legal cases throughout history – and Public History (HS 495A), taught by Bari Stith. That course is for people interested in how history is made outside the classroom – in museums, historical libraries and archives, archaeology, historical sites (Williamsburg, the Gettysburg battlefield), and historical preservation. In other words, it’s about how most people interact with history.

Besides welcoming our new department member, there’s other important news of interest to history majors and JCU students more generally. For majors, we are delighted to announce that the value of our Kerner Scholarships, two of which are typically awarded each year, will be raised by 50% in 2014-15, from \$2000 to \$3000. That’s \$3000 toward the tuition for two deserving senior history majors. Additionally, the fall of 2014 will inaugurate the George Vourlojianis award. A lucky junior history major will have his or her fall semester history class books paid for from a fund endowed by Prof. Vourlojianis. Finally, I want to call your attention to our summer course schedule. The department has increased its offerings of online classes – now HS 201, 211, and 212. Consider taking one or more of these classes during the summer to satisfy your div. II core requirements. They’re every bit as fulfilling as live JCU classes, but offered in the summer over the convenient online platform.

ARE YOU THINKING ABOUT DECLARING YOUR MAJOR?

THINK ABOUT HISTORY !

YOU SAY YOU WANT A REVOLUTION? WELCOME TO JCU'S FIRST EVER ONLINE SECTION OF HS 202!

by Matthew Zarzeczney

HS 202, *Western Civilization from 1600*, examines how the peoples of Western Civilization understood freedom and sought to secure it in the 500 years from the beginnings of the Columbian Exchange to the present. Focusing on selected historical moments during this period, the course considers how this quest for freedom transformed politics, religion, economics, and morality; in so doing, it also examines the reaction to this transformation, especially in totalitarianism. The focus of this course is therefore a careful examination of certain historical moments in order to witness the successive attempts of men and women in Europe and its colonies to develop the conceptual and institutional requirements of freedom. In examining the theory and practice of freedom in historical context, our primary focus will be the expansion of political freedom, but, when appropriate, the development of religious, economic, and intellectual freedom will also be examined. To bring out the meaning of freedom in these different spheres, the theme of freedom will be contrasted with divine right, communist, and fascist theory and practice. This course will not attempt to survey everything that happened in Europe and its colonies over a period of 500 years. Rather, certain distinctive moments in history - the Renaissance, the Reformation, the Enlightenment, the English and French Revolutions, and modern industrialism and its consequences - will illustrate these themes and provide students a basic chronological framework. Students will examine the extent to which the present world has inherited these institutional and intellectual foundations of freedom. This period and the texts under consideration will challenge the student to discover the unfolding drama of the discovery and expansion of freedom, and to understand the challenges to that accomplishment in the modern world. To help you master the material, you will engage in a variety of active learning techniques including watching short online documentaries, researching for essays, discussing images and text in online forums and more! Find out how we went rather rapidly from a Western Civilization based only in Europe to a Western Civilization that now influences most of the globe in Summer session 2014!

Early American History

by Dan Kilbride

For the first time, 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 Division II credit and *is an on-line course*.



History of U.S. from 1877

By Michael Bowen

HS 212, *History of the U.S. from 1877* will tell the story of a nation in transition from the Reconstruction Era through the 21st Century. We will trace the social, cultural, political, and economic development of the nation as it grew into a world power. Above all, though, American history is the story of conflict. This course details several of these, including conflicts between Democrats and Republicans, clashes between interest groups, races and classes, and confrontations between the United States and the rest of the world. The path to the present has been controversial, at times painful, but never dull. This course offers Division II credit and *is an on-line course*.

Lovers and Masks

by Bob Kolesar

If you think the joining of racial and sexual stereotypes is a new phase of American culture, think again. In **HS 341, *Race and Sex in American Popular Culture***, we'll see it began with Pocahontas, not L'il Kim or the Sopranos. "American" identity was defined first through confrontation with "Indians." In the nineteenth century, blackface minstrelsy (white actors—often immigrants—assuming the roles of blacks on stage) was the most popular form of American culture. From looking at the influence of blackface in novels and stage plays, we'll turn our attention to the explosion of popular culture in music and film in the twentieth century, from Ragtime and Jazz to Rock and Roll and Hip-Hop, from *The Birth of a Nation*, *The Sheik*, *The Jazz Singer*, and *King Kong* to *Mean Streets*, *Shaft*, and *Jungle Fever*. We'll discover that neither "black and white" nor "male and female" have been nearly as "black and white" as most people think in "American" history. *Class meets for the last three weeks of Summer session 3 on MTWR 6:00 pm-9:40 pm and qualifies for I/R.*



From looking at the influence of blackface in novels and stage plays, we'll turn our attention to the explosion of popular culture in music and film in the twentieth century, from Ragtime and Jazz to Rock and Roll and Hip-Hop, from *The Birth of a Nation*, *The Sheik*, *The Jazz Singer*, and *King Kong* to *Mean Streets*, *Shaft*, and *Jungle Fever*.

We'll discover that neither "black and white" nor "male and female" have been nearly as "black and white" as most people think in "American" history. *Class meets for the last three weeks of Summer session 3 on MTWR 6:00 pm-9:40 pm and qualifies for I/R.*

**I'm going to major
in History!**



The Department of History is located on the second floor in the B-wing of the Administration Building, between the O'Malley Center and Administration Building classrooms.

www.jcu.edu/history

WHO SAYS HISTORY DOESN'T PAY?



NewYorkitecture.com

**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. **Two** Kerner Scholarships are available each year in the amount of **\$3,000** 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 15th. Applications are available in the **History Department** and **on line**.

By May 15th of each year, the Chair of the Department of History will announce the Kerner Scholars for the next year.

History Does Pay !

www.jcu.edu/history

“Act Local, Sail Global, Think Global!” Yes, really, Vespucci!

by María N. Marsilli

From roughly 1400 to 1800 Europeans engaged in the exploration and “discovery” of the world (it was only their rush; all other cultures knew where they were). From Marco Polo to Ferdinand Magellan, from Francisco de Balboa to Mateo Ricci, the West enthusiastically tried to “meet” the world. This encounter was vital to our present global connectedness and the way in which we now understand our global history. **HS 118, *The World and the West***, takes you on a four-hundred-year-journey of amazement, discovery, and self discovery. We will review how non-Europeans reacted to the encounter, and how such a reaction changed the history of humankind forever. Such a tapestry of exchanges, actions, and counteractions is the means to develop your analytical thinking and research skills. We will borrow techniques from anthropology to understand the ways in which “one” and “the other” usually exchange roles and develop a common (although at time conflictive) sense of community. Our modern culture is merely the outcome of this process ---you knew that, right? As a Core Course in Division II, this course also introduces students to the nature of historical inquiry and also fulfills the “R” requirement. *Section 51 meets TR 8:00 am.-9:15 am.. Section 52 (H) meets TR 9:30 am-10:45 am.*



Vespucci “discovers” America, engraving ca. 1580.

HS125: Introduction to Human Rights



Artforhumanrights-<http://inpattern.com>

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. **HS 125, *Introduction to Human Rights***, qualifies for “R” and Div. II Core Credit and is cross-listed as **PJHR 125**. *Section 51 meets TR 9:30 am-10:45 am; section 52 meets TR 11:00 am-12:15 pm.*

We -- and Only We -- Are the World



by Mike Bowen

No! That's not right! **HS 142, *The United States and the World***, explores how Americans have interacted with the wider world from the colonial period through the present day. It looks not only at diplomacy, but at the cultural relations that have bound, and sometimes divided, the United States from other peoples. The course will be organized a little funky. Instead of the conventional chronological structure, "The United States and the World" will be set up thematically, around a set of very opinionated texts. First we will study the cultural foundations of American engagement with foreign countries from 1776 to the present. Having established that foundation, we will move on to examine the idea of American exceptionalism: the idea that the United States is and should be different from, and better than, the rest of the world. Thirdly, we will examine debates over the nature of anti-Americanism. If you are interested in international relations, on how the United States has encountered the world outside its borders, or upon how the history of America's engagement with foreign peoples might shape its future, you should consider taking this course. *The course offers II/R credit and meets TR 9:30 am-10:45 am.*

Scholarship News

The history department is excited to announce two big developments in our scholarship offerings. First, our Kerner Scholarships, awarded to two senior history majors (applications may be found outside the department secretary's office and also on our website, www.jcu.edu/history). Second, later on this (spring 2014) semester we will be conducting our drawing for the first **George Vourlojanis 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!

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.

Aging Studies Catholic Studies Community Service East Asian Studies
 International Studies Latin American Studies Modern European Studies
 Perspectives on Sex and Gender Women's and Gender Studies



Going Green?



by Mike Bowen

Environmental History, one of the newest and hottest topics of historical inquiry, examines how humans interact with the natural landscape. **HS 195, *American Environmental History*** explores the ways Americans have changed the world around them, for better and worse, from colonial times through the present. We will look at how settlers and colonists tamed the wilderness, the impact of farmers and loggers cultivating the land, and the role of government and industry in developing and protecting our natural resources. We will also look at the political and social questions surrounding these transformations and discuss how the American people came to grips with the world they wrought. Finally, we will read the writings of environmental warriors like Teddy Roosevelt, Rachel Carson, Paul Ehrlich, and Edward Abbey to understand how America's conscience turned green at the end of the 20th century. *The class offers II Core credit. Section 51 meets MWF 8:00-8:50 am; section 52 meets MWF 9:00-9:50 am.*

"Only within the 20th Century has biological thought been focused on ecology, or the relation of the living creature to its environment. Awareness of ecological relationships is — or should be — the basis of modern conservation programs, for it is useless to attempt to preserve a living species unless the kind of land or water it requires is also preserved. So delicately interwoven are the relationships that when we disturb one thread of the community fabric we alter it all — perhaps almost imperceptibly, perhaps so drastically that destruction follows."

Essay on the Biological Sciences, in: Good Reading (1958)
— [Rachel Carson](#)

Pandora Was Framed!



by Anne Kugler

From Pandora through Cleopatra, mythical and real women in the classical world are often more infamous than celebrated. Why is that? What does it mean historically about the role of gender in Greek and Roman civilizations? In **HS 196A, *Women in Ancient Greece and Rome***, we will explore both the image and reality of women's lives in ancient Greece and Rome using evidence from archaeology, epics, drama, myth, and everyday writing. We will discuss the cosmological, legal, political, domestic, and religious position of women in antiquity and look for continuities, changes, and comparisons between the two places. Meanwhile you'll be filling requirements for Core Division II and either "D" or "S" designations. Once you've taken HS 196A, Aristotle and Aeschylus will never look the same again! *Class meets TR 2:00 pm-3:15 pm.*



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.

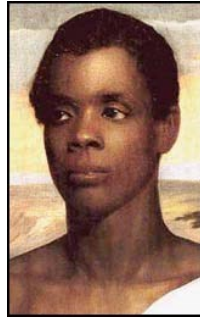
Michelle Obama

Read more at <http://www.brainyquote.com/>

Trials of the Centuries

by Jack Patton

Every so often, a trial—whether of O.J. or Dr. Sam or Slobodan Milosevic—captures the public’s imagination, and people follow the proceedings with rapt attention, convinced that some basic issues of their own lives are being played out, with someone’s freedom, or even life, at stake. Inevitably, each of these cases winds up dubbed “the trial of the century.” **HS 196, *Trials of the Centuries***, looks at twelve trials since 1430, when basic ideas of how society is organized, how we believe, or even the notion of justice itself, seemed to turn on the results of the case. The crimes charged range widely- - from murder, witchcraft & heresy, to treason, piracy, espionage, and genocide.



Joseph Cinque

Some of the defendants in these cases (Joan of Arc, Luther, Galileo) were famous before the trial began. Others became famous only because their cases captured the public’s imagination— for instance, Jean Calas, convicted of murdering his son, Alfred Dreyfus, an accused spy, and Joseph Cinque, who led the Amistad rebellion. But in each case, basic issues of Western values and how they translated into legal justice were on trial along with the defendants. *This course qualifies for II/S and meets MF 2:00 pm-3:15 pm.*

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.

**Visit the History department website: www.jcu.edu/history
talk to a faculty member, or contact the
Chair, Daniel Kilbride: dkilbride@jcu.edu**

Explore Global History through the Eyes of Women



by Malia McAndrew

This new course examines twentieth-century women’s history from a global perspective. Students in this course will examine the past and current struggles faced by women in a diverse range of national contexts. In particular **HS 197A , *Women in Contemporary History*** will focus on the experience of womanhood in Africa, Asia and the Americas. A discussion of several global themes will inform of discussion of women's shared history. These include: (1) The significance of gender, the body, and sexuality in women’s lives, (2) women’s political activism and involvement in social movements and (3) the intersections of race, ethnicity, class, age, and ability upon the experience of womanhood. It is thus the goal of this course to explore the many commonalities that women share, as well as to investigate the enormous diversity present in what has been like to be a woman in the modern world. *Class meets MWF 1:00-1:50 pm, and qualifies for D/R/II in the Core curriculum.*

The Birth of the West

by Matthew Zarzeczny

This course will seek to answer the question “what is civilization?” by studying certain historical moments in the West—classical Greece, the Roman Republic, early Christianity, the High Middle Ages, and the Renaissance—in order to see the changes over time in politics, religion, society, economics, and culture and to realize the extent to which the present world has inherited these institutional and intellectual foundations of human life.

The objective of **HS 201, *Western Civilization to 1500***, is to explore the meaning of civilization by witnessing the successive attempts of men and women in the West to civilize themselves and their surroundings. The agencies which the people of the West have used to achieve civilization, and indeed the competing views of what counts for civilization, will be addressed by a careful examination of certain historical moments: especially important are classical Greece, the Roman Republic, early Christianity, the High Middle Ages, and the Renaissance. This course will not attempt to achieve a survey knowledge of everything that happened in the West over a period of more than 2500 years. Such a task is impossible in a semester. Rather, a study of these distinctive moments in history will allow students to see the changes over time in politics, religion, society, economics, and culture. Moreover, students will consider the extent to which the present world has inherited these institutional and intellectual foundations of human life. The student will learn how to reason historically largely through the reading and discussion of primary sources. The class fulfills II/S for core requirements. *Section 51 meets MWF 9:00-9:50 am and section 52 meets MWF 10:00-10:50 am.*



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!*** 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 an individual's place as a member of the family and society; the spread of religious evangelism; and the birth of industrialization, mass communication and mechanized transport infrastructure. With a focus on analyzing primary sources through class discussions and short papers, this class will give you a great introduction to the America that ultimately became the America we all know and love. HS 211 qualifies for Division II credit. *Section 51 meets TR 11:00 am-12:15 pm; section 52 meets TR 2:00 pm-3:15 pm.*



SO YOU WANNA BE A HISTORY MAJOR?

by Malia McAndrew



HS 261, *History as Art and Science* - This course introduces students to historical research methods and familiarizes them with the tools and techniques that professional historians use to study the past—consider it boot camp for history majors! In this class you will learn how to become a better researcher, how to become a better writer, and how to develop historical habits of mind. That is to say, you will learn how to conduct archival research, how to assess primary documents, how to judge conflicting interpretations about the past, and how to create a polished piece of historical scholarship. If you've ever thought about pursuing a career as an archivist, librarian, professor, academic researcher, or in other history-related field, consider this course a primer for developing the proficiencies needed to succeed in your professional life. *This class fulfills the W requirement of the Core, and meets MW 3:00 pm-4:15 pm.*

Have a riot as a History major!



Featured image, Alen MacWeeney's *Turning over a car*

CHECKLIST FOR HISTORY MAJORS

- ✓ **39 credit hours (13 courses)**
 - At least 18 hours of which must be at the 300 and 400 level
 - At least 20 hours of which must be taken in residence
- ✓ **Required courses**
 - One 100-level course
 - HS 261
 - HS 490 or 491
- ✓ **At least two courses in each of the following areas:**
 - American
 - European
 - Asian, African, or Latin American
- ✓ **Two courses which concentrate on a period before 1800**
- ✓ **Two courses which concentrate on post-1800 history**

Elective courses in the major should be selected to focus on a region or a theme to be pursued in Senior Seminar or Senior Thesis.

JCU History Majors.....Where Are They Now?



The history department offers its congratulations to two graduates who recently landed tenure-track jobs as history profs. Joe Wachtel, class of 2006, has been hired as an assistant professor in the history department of Fitchburg State College in (wait for it . . .) Fitchburg,



Rob Clines

Massachusetts. Rob Clines, also of the class of 2006, has been hired by the history department at Western Kentucky University in Bowling Green, Kentucky. Joe just finished his Ph.D. in early American history at Ohio State, while Rob is finishing up his Ph.D. at Syracuse. Congrats to both Rob and Joe on cracking an extremely tough job market!

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!

from Brian Bremer, Class of 2007

A history major, more than any other major, helps prepare you for law school and legal practice in one precise way: writing. Obviously, just about any field of study requires a little bit of writing. History writing imparts special skills, however.

I only recently graduated from law school, so I cannot speak from a vast array of personal knowledge of what it is like to practice. I have limited experience from my summer internships and my current one, though. One thing that has been repeated in each place I've worked has been that lawyers simply do not know how to write.

There are many different ways writing is used in the legal profession, but the area that a history major has helped me the most has been in persuasive writing. Just about every paper you write for a history class has a thesis. If done correctly, you end up with a story consisting of facts woven together with supporting ideas others have put forward that leads your reader to the conclusion that your thesis is right. The best briefs I wrote through law school, or for my jobs, have all been written like history papers. Sure, the form must change a bit, but at its heart, it's a history paper that has cases cited instead of John Adams's letters or a diary of a New England midwife.

History also constantly encourages you to expand your horizons. You have to be willing to learn about economics, sociology, political science, or religion if you want to have a full understanding of why or how something happens. At its best, law encourages you to do this as well, whether it's learning about how a company is organized or what political situations led to the legislature enacting a certain act at a certain moment in history. The desire to learn new things, and the ability to convey them efficiently, these are skills that a history major cultivates in you.

Brian D. Bremer is a graduate of the University of Virginia School of Law. He is currently interning at the 9th District Court of Appeals.

Fall 2014 Course Offerings

Course #	Sec.	Core	Instructor	Course Title	Days	Time	Cr
HS 118	51	II R	Marsilli	The World and the West	TR	8:00 AM – 9:15 PM	3
HS 118	52	II R H	Marsilli	The World and the West	TR	9:30 AM – 10:45 AM	3
HS 125	51	II R	Berg	Introduction to Human Rights	TR	9:30 AM – 10:45 AM	3
HS 125	52	II R	Berg	Introduction to Human Rights	TR	11:00 AM – 12:15 PM	3
Cross listed with Peace, Justice, and Human Rights. Students wishing PJHR credit should enroll in PJHR 125							
HS 142	51	II/R	Bowen	The U.S. and the World	TR	9:30 AM – 10:45 AM	3
HS 195	51	II	Bowen	U. S. Environmental History	MWF	8:00 AM – 8:50 AM	3
HS 195	51	II	Bowen	U.S. Environmental History	MWF	9:00 AM – 9:50 AM	3
HS 196A	51	II D S	Kugler	Women in Ancient Greece/ Rome	TR	2:00 PM – 3:15 PM	3
HS 196B	51	II S	Patton	Trials of the Century	MF	2:00 PM – 3:15 PM	3
HS 197	51	II D R	McAndrew	Sp. Topic: Women in Contemporary	MWF	1:00 PM – 1:50 PM	3
HS 201	51	II S	Zarzeczny	Western Civilization to 1500	MWF	9:00 AM – 9:50 AM	3
HS 201	52	II S	Zarzeczny	Western Civilization to 1500	MWF	10:00 AM – 10:50 AM	3
HS 211	51	II	Gallo	U.S. History to 1877	TR	11:00 AM – 12:15 PM	3
HS 211	52	II	Gallo	U.S. History to 1877	TR	2:00 PM – 3:15 PM	3
HS 261	51	W	McAndrew	History as Art & Science	MF	3:00 PM – 4:15 PM	3
*Prereq: EN 103/112 or EN 111/112 or EN 114/116							
HS 271	51		Burkle	World Geography	TR	12:30 PM – 1:45 PM	3
HS 275	51	II R	Marsilli	Latin American Dictatorships	TR	12:30 PM – 1:45 PM	3
HS 279	51	II R	Purdy	Pre-Modern East Asian History	MWF	10:00 AM – 10:50 AM	3
HS 279	52	II R	Purdy	Pre-Modern East Asian History	MWF	11:00 AM – 11:50 AM	3
HS 295	51		Vourlojianis	Sp. Topic: Gettysburg Tour			3
* Permission from chair or instructor Travel dates: September 19-21 Additional travel fee required							1
HS 302	51	II S	Ehrhardt	Roman History	TR	3:30 PM – 4:45 PM	3
HS 343	51	II R D	Kilbride	Slavery & Abolition	W	6:30 PM – 9:15 PM	3
HS 381	51	II R	Purdy	Japanese History	MWF	1:00 PM – 1:50 PM	3
HS 395	51	II S	Vourlojianis	World War II	TR	3:30 PM – 4:45 PM	3
HS 411	51	S	Murphy	Renaissance Europe	MW	2:00 PM – 3:15 PM	3
HS 431	51		Gallo	Colonial U.S. History	TR	9:30 AM – 10:45 AM	3
HS 473	51		Berg	Nazi Germany	TR	2:00 PM – 3:15 PM	3
HS 488	51	S	Krukones	Russia in Revolution	MWF	11:00 AM – 11:50 AM	3
HS 490	51		Kilbride	Senior Seminar	MW	3:30 PM – 4:45 PM	3
* Prereq: HS 261 and 5 courses in the History major							
HS 491	51		Kilbride	Senior Thesis	TBA	TBA	3
* Prereq: HS 261 and 5 courses in the History major							
HS 495A	51		Stith	Public History	TR	3:30 PM – 4:45 PM	3
HS 495B	51		Bowen	Sp. Topics America in the 60s	TR	11:00 AM -12:15 PM	3
HS 498	51		Kilbride	Internship	TBA	TBA	3
HS 599	1		Kilbride	Master's Thesis	TBA	TBA	6

Fall 2014 Course Offerings

Course #	Sec.	Core	Instructor	Course Title	Days	Time	Cr
HS 118	51	II R	Marsilli	The World and the West	TR	8:00 AM – 9:15 PM	3
HS 118	52	II R H	Marsilli	The World and the West	TR	9:30 AM – 10:45 AM	3
HS 125	51	II R	Berg	Introduction to Human Rights	TR	9:30 AM – 10:45 AM	3
HS 125	52	II R	Berg	Introduction to Human Rights	TR	11:00 AM – 12:15 PM	3
Cross listed with Peace, Justice, and Human Rights. Students wishing PJHR credit should enroll in PJHR 125							
HS 142	51	II/R	Bowen	The U.S. and the World	TR	9:30 AM – 10:45 AM	3
HS 195	51	II	Bowen	U. S. Environmental History	MWF	8:00 AM – 8:50 AM	3
HS 195	51	II	Bowen	U.S. Environmental History	MWF	9:00 AM – 9:50 AM	3
HS 196A	51	II D S	Kugler	Women in Ancient Greece/ Rome	TR	2:00 PM – 3:15 PM	3
HS 196B	51	II S	Patton	Trials of the Century	MF	2:00 PM – 3:15 PM	3
HS 197	51	II D R	McAndrew	Sp. Topic: Women in Contemporary	MWF	1:00 PM – 1:50 PM	3
HS 201	51	II S	Zarzeczny	Western Civilization to 1500	MWF	9:00 AM – 9:50 AM	3
HS 201	52	II S	Zarzeczny	Western Civilization to 1500	MWF	10:00 AM – 10:50 AM	3
HS 211	51	II	Gallo	U.S. History to 1877	TR	11:00 AM – 12:15 PM	3
HS 211	52	II	Gallo	U.S. History to 1877	TR	2:00 PM – 3:15 PM	3
HS 261	51	W	McAndrew	History as Art & Science	MF	3:00 PM – 4:15 PM	3
*Prereq: EN 103/112 or EN 111/112 or EN 114/116							
HS 271	51		Burkle	World Geography	TR	12:30 PM – 1:45 PM	3
HS 275	51	II R	Marsilli	Latin American Dictatorships	TR	12:30 PM – 1:45 PM	3
HS 279	51	II R	Purdy	Pre-Modern East Asian History	MWF	10:00 AM – 10:50 AM	3
HS 279	52	II R	Purdy	Pre-Modern East Asian History	MWF	11:00 AM – 11:50 AM	3
HS 295	51		Vourlojianis	Sp. Topic: Gettysburg Tour			3
* Permission from chair or instructor Travel dates: September 19-21 Additional travel fee required							1
HS 302	51	II S	Ehrhardt	Roman History	TR	3:30 PM – 4:45 PM	3
HS 343	51	II R D	Kilbride	Slavery & Abolition	W	6:30 PM – 9:15 PM	3
HS 381	51	II R	Purdy	Japanese History	MWF	1:00 PM – 1:50 PM	3
HS 395	51	II S	Vourlojianis	World War II	TR	3:30 PM – 4:45 PM	3
HS 411	51	S	Murphy	Renaissance Europe	MW	2:00 PM – 3:15 PM	3
HS 431	51		Gallo	Colonial U.S. History	TR	9:30 AM – 10:45 AM	3
HS 473	51		Berg	Nazi Germany	TR	2:00 PM – 3:15 PM	3
HS 488	51	S	Krukones	Russia in Revolution	MWF	11:00 AM – 11:50 AM	3
HS 490	51		Kilbride	Senior Seminar	MW	3:30 PM – 4:45 PM	3
* Prereq: HS 261 and 5 courses in the History major							
HS 491	51		Kilbride	Senior Thesis	TBA	TBA	3
* Prereq: HS 261 and 5 courses in the History major							
HS 495A	51		Stith	Public History	TR	3:30 PM – 4:45 PM	3
HS 495B	51		Bowen	Sp. Topics America in the 60s	TR	11:00 AM -12:15 PM	3
HS 498	51		Kilbride	Internship	TBA	TBA	3
HS 599	1		Kilbride	Master's Thesis	TBA	TBA	6

GLOBALIZATION

n : the increasing cultural, political and economic connectedness of all places around the world.

by Aaron Burkle

Geography is so much more than “what’s the capital of... the longest river...the tallest mountain...?” Those are nice things to know if you’re going to be a contestant on Jeopardy!® but they are less important to understanding the very complex world around you. The study of world geography is essentially the study of globalization. The world is made up of an almost infinite number of places at many scales, from neighborhood, town, city, urban region, political subdivision and country to global region. These places are distinct from one another in many ways but are increasingly similar as well.

In **HS 271, World Geography**, we look at the ways places around



Fukushima nuclear plant post-earthquake, Japan

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 organiza-

tions. One of the most effective ways of studying all this is by applying it to the real world. Class discussions of current world news events keep the students involved and keep the course current; after all, globalization is an ongoing, evolving process. It is far more interesting 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: lather, rinse, repeat. 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. *Class meets T, R 12:30-1:45.*



McDonald's restaurant in Beijing, China

Globalized Men with Weapons: Latin American Dictators and Foreign Influences”

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. *This class fulfills Core, Division II credits, and R credits. It also fulfills History Major/Minor and Latin American and Latino*

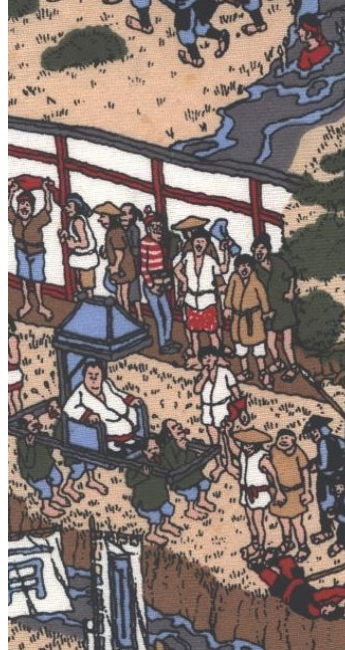


Studies Concentration. Class meets TR, 12:30 pm.-1:45 pm.

The Land Columbus Sought

by Roger Purdy

In 1492 an Italian adventurer called Christopher Columbus sailed West from Spain seeking a better route to the wealth of Cathay. What was this fabulous culture that had awed and obsessed the West since before Roman times and did it live up to the West's expectations? Separated from the rest of the world by deserts, mountains, jungles, and oceans, the cultures of East Asia developed independently of the West. **HS 279, *Pre-modern East Asian History***, looks at the development of this region and how it became the immovable object which sought to withstand the irresistible force of the West. Class meets MWF 11:00-11:50 am.



We are shaped by our thoughts; we become what we think. When the mind is pure, joy follows like a shadow that never leaves.

Buddha

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, www.jcu.edu/history, talk to a faculty member, or contact the Chair, Daniel Kilbride, at dkilbride@jcu.edu.

FIX BAYONETS! AT THE DOUBLE QUICK! FORWARD MARCH!



by George Vourlojianis

"I wouldn't have missed this for anything," commented British Lieutenant Colonel Arthur J. L. Freemantle of Her Majesty's Cold Stream Guards as he watched Confederate General George Pickett's division sweep out of the woods on the Battle of Gettysburg's third day and advance toward the federal lines over a mile distant. Standing next to Freemantle, General James Longstreet replied, "The devil you wouldn't! I would like to have missed it very much." For Robert E. Lee and his Army of Northern Virginia the fight at Gettysburg did not go well. Many students of the Civil War have since pondered the question, "How did Robert E. Lee lose at Gettysburg?" We will submit and answer the question, "How did George G. Meade win?" From September 19 – 21 we will be travelling to Pennsylvania to find the answer to the question. In addition, you'll learn how to interpret a nineteenth century battlefield; view how soldiers on both sides lived and fought; and examine the lives of common soldiers and the officers that led them to that sleepy Germany farming community called Gettysburg. There is an additional fee of \$200 which covers lodging, Park fees and transportation costs. Before you can register for **HS 295, *Gettysburg Battlefield Experience*** you must have permission from the instructor and the chair of the History Department. For more information contact Dr. Vourlojianis at gvourlojianis@jcu.edu. So, fill your canteens! Draw extra rations and ammunition and mark your calendars! Fix Bayonets! At the Double Quick! Forward March!

What have the Romans ever done for us?



Rome, Ara Pacis: Augustan family

by Kristen Ehrhardt

In **HS 302: Roman History**, we will explore Rome from her earliest foundations (by a legendary hero or by *lupa*-suckled twins) to the creation of the empire (which did, as Monty Python's *Life of Brian* points out, bring sanitation, medicine, education, wine, public order, irrigation, roads, the fresh-water system, and public health to people around the Mediterranean world), to the early Christian period. In addition to learning about the major names, events, and landmarks of Roman history, we will also examine what we know about the daily life and cultural practices of regular Romans by considering primary sources, including texts in translation and cultural artifacts. Finally, we will also explore the lasting impressions Ancient Rome has made on the modern world, ever mindful of the original cultural contexts. The class meets T, R 3:30-4:45 pm and fulfills Division II Core Requirement. Students wishing to receive credit in the Classical and Modern Languages and Cultures department should register for CL302.

The Peculiar Institution

by Dan 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 development, maturation, 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. *The course fulfills Division D/II/R and meets W 6:30 pm—9:15 pm.*

Do you have questions about becoming a History major?
Stop by the History Department and have your questions answered by the Chair, Dan Kilbride, or any of the History Department faculty members.

Japan 5.0: The Sun Keeps Rising

"In fact the whole of Japan is pure invention. There 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 re-invented itself as a miniature 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, once its economic bubble burst, it reinvented itself through "Hello Kitty," sushi, ramen, and Pokeman as a "soft power" superpower. Along with texts, **HS 381, Japanese History**, uses visual and material culture to explore this constantly evolving country. *Class meets MWF 1:00 pm-1:50 pm.*

Who Knew?

Ayn Rand, Russian-American novelist, philosopher, playwright, and screen-writer. Best known for her book "Atlas Shrugged" (Petrograd State University) majored in History



www.jcu.edu/history

World War II - Beyond All Boundaries



General MacArthur returns to the Philippines - October 20, 1944

by George Vourlojianis

Beyond all Boundaries is the title of the Tom Hanks narrated and produced movie that introduces visitors to what they are about to experience at the National World War II Museum in New Orleans. The film and its special effects are epic and extraordinary in their scope. The Second World War, which the film introduces was epic, extraordinary and catastrophic in *its* scope. The war developed into a titanic struggle that knew no geographic or moral boundaries. Everyone living during its time was touched by it. Everyone living on earth today lives in its shadow. **HS 395, World War II**, will approach the war from a global perspective. The course will examine and interpret the actions of the Allies and Axis alike. Questions asked will include: *Why did the Axis lose? Why did the Allies Win?* We will fight the war in the forests of Belgium, the jungles of New Guinea, the Home Fronts, the skies over Britain, the desert of Tunisia, the steppes of the Ukraine and under and on the Atlantic and Pacific Oceans. The course will begin in the Hall of Mirrors at Versailles and end, not with the bombing of Hiroshima, but today on the streets of Baghdad, Belgrade and Kabul. To convey this adventure to you, Dr. Vourlojianis will use lectures, audio-visuals and guest speakers! By the way, on your next trip to New Orleans be sure to visit the National World War II Museum. Awesome! *Class meets TR 3:30-4:45 pm* and offers II/S in the Core curriculum

www.jcu.edu/history

Who Needs the Da Vinci Code?



by Paul Murphy

The recent success of the mystery novel *The Da Vinci Code* demonstrates, if nothing else, the enduring attraction of the European Renaissance to contemporary Americans. The period roughly from 1350 to 1600 witnessed a flourishing of the arts, the renewal of classical literature, the birth pangs of the modern state, demands for religious reform, new political theories, and the first European encounter with the cultures of Latin America and much of Asia. If we take only the example of the year 1504 this dynamic period can be seen in the simultaneous presence in Florence of the artists Michelangelo, Leonardo Da Vinci, Raphael, and the political theorist and diplomat Niccolò Machiavelli. In Rome Pope Julius II was on the verge of demolishing the most revered basilica in western Christendom – St. Peter's in the Vatican - to construct a larger one to his own glory (and perhaps to the glory of God as well) while riding into battle in full armor. Meanwhile Christopher Columbus lay on a beach in Jamaica which he had just claimed for Queen Isabella of Castile. With history like this, who needs fiction? **HS 411, Renaissance Europe**, will examine this period from cultural, political, religious, and artistic perspectives. *Class meets TR 2:00 pm-3:15 pm.*

Between Plymouth Rock and a Hard Place: Colonial America

by Marcus Gallo

Even in our homeland, the past is a foreign place. In the early days of colonial North America, conquistadors feared they would turn into Indians by eating tortillas. Intrepid adventurers in Virginia expected to find gold, a Northwest Passage to Asia, or fertile ground for growing a silkworm industry. Native Americans in the Eastern Woodlands inhabited a world filled with spirits that populated animals, trees, and even inanimate objects like rocks. Over time, as the peoples of America, Europe, and Africa came to know one another better, they adapted their expectations about the nature of the ever-changing New World and the people in it. **HS 431: *Topics in Colonial American History*** is an invitation to recapture a forgotten North America. This course will explore the lands that came to be the United States, focusing on the 17th and 18th centuries, and comparing the various regions of Britain's colonies with those of Spain, France, Holland, Russia, and the vast Native American interior. *The class meets TR 9:30 am—10:45 am.*



Think HISTORY

To see how liberal arts grads really fare, report examines long-term data

Submitted by Allie Grasgreen on January 22, 2014 - 3:00am

Liberal arts majors may start off slower than others when it comes to the postgraduate career path, but they close much of the salary and unemployment gap over time, a new report shows.

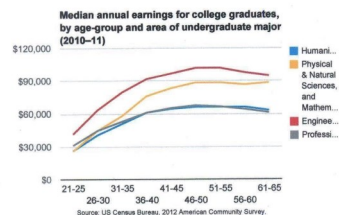
By their mid-50s, liberal arts majors with an advanced or undergraduate degree are on average making more money those who studied in professional and pre-professional fields, and are employed at similar rates. But that's just one part of the paper's overall argument that concerns about the value of a liberal arts degree "are unfounded and should be put to rest."

"That's a myth out there – that somehow if you major in humanities, you're doomed to be unemployed for the rest of your life. This suggests otherwise," said Debra Humphreys, a co-author of the report and vice president for policy and public engagement at the Association of American Colleges and Universities. "That sort of journey to professional success is more of a marathon than a sprint."

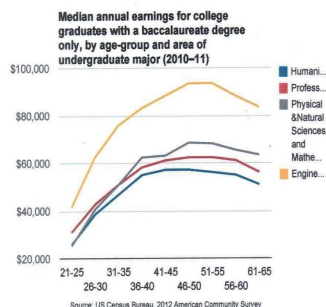
The report, "How Liberal Arts and Sciences Majors Fare in Employment ⁽¹⁾," includes U.S. Census data from 2010 and 2011 and is a joint project of AAC&U and the National Center for Higher Education Management Systems. Humphreys and her co-author, Patrick Kelly, a senior associate at NCHEMS, looked at long-term career path and salary data as an answer to the many short-term studies ⁽²⁾ on recent graduates that have fueled the assertion that liberal arts graduates are disproportionately un- or underemployed.

"For me, the real story here is they did the report – that is, the AAC&U decided to step up to the question of economic value. The liberal arts community in general would rather not talk about it," said Anthony P. Carnevale, director of the Georgetown University Center on Education and the Workforce. "It's a mistake, because there is economic value in liberal arts and humanities degrees at the four-year level."

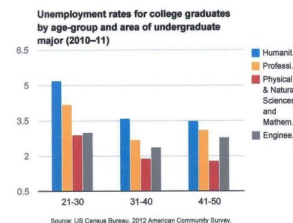
At peak earning ages (56-60), graduates with a baccalaureate degree in a humanities or social science field are making \$40,000 more than they were as recent graduates (21-25). And while in the years following graduation they earn \$5,000 less than people with professional or pre-professional degrees, liberal arts majors earn \$2,000 more at peak earning ages, when they make about \$68,000. (Salaries in both fields still lag behind engineering and math and sciences graduates, who in their late 50s make about \$98,000 and \$87,000, respectively.)



Liberal arts graduates don't fare quite as well when they possess just an undergraduate degree, though. The workers with advanced degrees in any field of study – who make up about 40 percent of all liberal arts graduates, and earn about \$20,000 a year more for it – push the earnings averages up significantly. Among graduates with a baccalaureate degree only, those with humanities and social sciences degrees consistently earn less than anyone else, peaking at about \$58,000 a year.

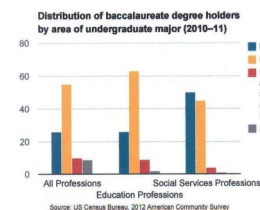


And while 5.2 percent of liberal arts degree-holders are unemployed from the ages of 21-30, that rate drops to 3.5 percent among 41- to 50-year-olds. Though they come close, liberal arts graduates never quite close the unemployment gap between themselves and professional or pre-professional graduates, whose rate drops from 4.2 to 3.1 percent among the same age groups.



Part of the salary difference may be explained by another finding that the report authors highlight: liberal arts graduates are far more likely to wind up on lower-paying – if no less important – career paths. Liberal arts degree-holders fill half of all social services jobs (including counselors, social and human/community service workers, religious workers and "similar categories"), compared to 26 percent in both the education and "all" professions.

It's unclear whether liberal arts graduates are pursuing social service jobs because they're more drawn to them, because they're suited to a wider breadth of possible fields (which also contributes to a slow start salary-wise) or because that's simply what's left after all the other jobs are taken.



Regardless, Humphreys said, all of the report's data taken together should add some much-needed context to the debate surrounding the value of a liberal arts degree, particularly as states ⁽³⁾ and college leaders ⁽⁴⁾ are prioritizing which areas of study to fund or shutter and President Obama wants to rate ⁽⁵⁾ colleges based on graduates' job placement and earning power, most likely at short-term intervals.

"We do need more engineers, but we also need more social workers," Humphreys said, adding that when choosing a major, a broad education and a decent-paying job are "not an either/or proposition."

Although students typically choose a major based on their interests rather than earning potential, the report's findings reinforce that they are in fact making the right call, Carnevale said. However, he added, "I think the advice to almost any liberal arts graduate is to get a graduate degree."

While making the case that liberal arts graduates are perfectly payable and employable, the report also drives home the fact that there's one area where humanities and social sciences majors have everyone beat: meeting employers' desires and expectations.

Employers consistently say they want to hire people who have a broad knowledge base and can work together to solve problems, debate, communicate and think critically, the report notes – all skills that liberal arts programs aggressively, and perhaps uniquely, strive to teach.

"Until somebody proves otherwise, they own the argument about general skill," Carnevale said.

"The choice of undergraduate college major is not all that matters in determining long-term career success," the authors write in the report's conclusion. "While there are differences in outcomes related to employment, the majority of college graduates do achieve success in their careers, regardless of their choice of undergraduate major."

Source URL: <http://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data?width=775&height=500&frame=true>

Links:

- [1] <http://www.aacu.org/leap/nchems/index.cfm>
- [2] <http://www.insidehighered.com/quicktakes/2014/01/07/recent-grads-recessions-equal-underemployment>
- [3] <http://www.insidehighered.com/node/32395>
- [4] <http://www.insidehighered.com/news/2013/10/29/unc-institution-looking-cutting-physics-history-political-science-and-more>
- [5] <http://www.insidehighered.com/news/2014/01/13/feedback-education-department-officials-received-administrations-college-ratings>

Nazi Germany: Origins, Structures, Consequences

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 **HS 473, Nazi Germany: Origins, Structures, and Consequences**. 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. *Class meets TR 2:00 pm-3:15 pm.*



Through clever and constant application of propaganda, people can be made to see paradise as hell, and also the other way round, to consider the most wretched sort of life as paradise.

[Adolf Hitler](#)

Russian Bear Reawakening?



by Jim Krukones

The recent behavior of Russian president Vladimir Putin toward Ukraine and Crimea has conjured up images of the evil Soviet empire and Cold War. It's a simplistic notion but also a natural one. Putin, after all, began his career in the KGB, the Soviet political police force, and he's described the collapse of the USSR as one of the greatest tragedies in Russia's history. So it would seem entirely logical that he'd want to restore Soviet power by borrowing methods from the Stalinist toolbox. If you have more than a passing interest in where Putin's Russia (and Russian troops) are headed, there's no better place to start than its immediate past. **HS 488, Russian in Revolution, 1900 to the Present**, begins just before 1917 and brings things up to the present. The story is action-packed, filled with world wars, revolutions, foreign invasion, economic planning, social upheaval, political terror, nuclear competition, and McDonald's! Find out how Russia survived both Adolf Hitler AND the Big Mac by registering for HS 488. The many rewards of doing so include an "S" designation in the Core Curriculum. *Class meets MW 3:30 pm– 4:45 pm.*

What's the Problem?

by Dan Kilbride

If HS 261 is like boot camp for history majors, **HS 490** is like a dress parade (or combat, if you prefer): your opportunity to show off what you have learned. For four years, you have done a lot of writing. You've read a lot of complex materials and had to assess them critically, not merely with the goal of memorizing dead facts. We have asked you to reflect on how a historical perspective has encouraged you to reflect on the ethical dimensions of the human experience, and on your own ethical development. You may have given some oral presentations, and you probably have seen your instructors making connections between history and other disciplines, like political science, philosophy, and literature. You have, we hope, been able to develop a concentration in some favorite area of history, like the history of women, military history, or European history. Although why anyone would want to concentrate in European history, I can't imagine. In **Senior Seminar, HS 490**, you will be able to cap off your experience as a history major by designing a research project that expands on your area of interest. The theme of **HS 490** in 2013-14 is **biography**. No matter what time period you have concentrated on, no matter what geographical period, somebody must have been living – so this is a topic that will embrace all possible fields of interest in the class. You will not be writing a biography, but using that person as a “hook” to illuminate a particular historical problem – like, say, examining Frederick Douglass to investigate the problem of nationalism in pre-Civil War America. *Class meets MW 3:30-4:45 pm.*



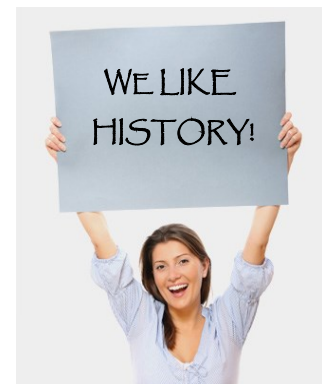
Trash? What's the Matter?



by Bari Stith

And your counselor said, “You want to major in *HISTORY*? And you will make money with that *HOW*???” Sign up for **HS 495/500, Public History**, this fall and explore the world of working in history outside the teaching profession. We will tackle burning questions that include: What does an archivist do besides incite anarchy? How does a museum curator curate an exhibit? Which buildings do we preserve and how does a preservationist put up all those historical markers? Historical interpreters interpret what? Why do historical archaeologists dig up Coke bottles and trash pits? Public History introduces you to the plethora of professions available to historians in addition to the teaching profession. Explore your options through film, site visits, guest speakers, and discussion. Learn the basic requirements of a variety of fascinating historical professions using the rich resources of northeastern Ohio's cultural institutions. *Class meets TR 3:30-4:45 pm.*

LIKE US ON FACEBOOK!

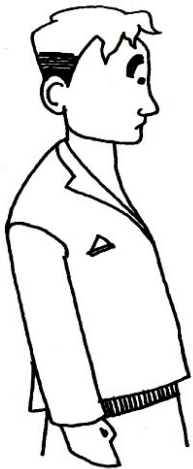


That's right, the apocalypse has come: the JCU history department is on Facebook. You will find information on our faculty, on our graduates, interesting links to articles on careers, departmental news and events, the value of history and other liberal arts, study abroad opportunities, and other good stuff. Don't be the last to **Like** the best department at JCU.

Far Out, Dude! Check Out America in the 1960s!

by Mike Bowen

Few eras in American history arouse as much interest, passion and controversy as the 1960s. From the Kennedys and Camelot to LBJ and Nixon; from the civil rights demonstrations that rocked the South to the ghetto riots that terrified the North; from the divisions over Vietnam to the sexual revolution; from the British Invasion and the Motown Sound to psychedelic rock; and from *Dr. Strangelove* and *The Graduate* to *Bonnie and Clyde* and *Easy Rider*, the upheavals of the 1960s continue reverberate in our society today. In this class we will take an in-depth look at this tumultuous decade, examining some of the major political, social, cultural, and artistic developments that transformed the country. We will use a variety of approaches to investigate the 1960s including narrative history, autobiography, fiction, and music. Students will have the opportunity to explore and critically analyze topics of interest to them through several short papers. So if learning about the 1960s sounds cool to you, register for **HS 495B, *America in the Sixties***. It's guaranteed to be groovy, man! *Class meets TR 11:00 am-12:15 pm.*



THE CHRONICLE OF HIGHER EDUCATION

"You can take the final or battle the cobra."



JOHN LEAVITT

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 Great Lakes Historical Society-Inland Seas Maritime 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, Dr. Daniel Kilbride, for a complete list of possible internships that are available.

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

The John Carroll History Club: Who We Are

The John Carroll History Club is a new student organization, founded in December 2010. Even though History is the central focus of the group, it is open to all students, regardless of their major.

The purpose of the JCU History Club is to encourage students to think and discuss "outside the box." We aspire to create an intellectual activism on campus, to stimulate students' minds, and to discuss important issues rooted in a historical context. Our goal is to get students thinking and talking and to understand how history exists in every discipline, guiding our daily existence. We strive to challenge the status quo and the prevailing beliefs – conservative, liberal, or moderate -- among students. We want to get people thinking.

Our schedule of events can usually be found in the History Department hallway and also on the web. We encourage everyone to review our schedule, bring a friend and see what we are about.

We believe that it is our duty to speak out, to question, to challenge the status quo, and to advance civil society on campus. It is time that we discuss issues openly and create a forum for students to express themselves and to voice their opinions. As students, we have the power to bring about major social change. Only we can empower ourselves. This is what college is all about.

So, spread the word, get excited, and let the idea revolution begin!

For more information please contact:
Katii Sheffield at: ksheffield15@jcu.edu



42-19904157 [RF] © www.visualphotos.com

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, Daniel Kilbride, at dkilbride@jcu.edu or 397-4773. 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/prospective-students/5-year-history-bamba-program/>

Go back to page 7 and check out the requirements needed to apply for the Kerner Scholarship!

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 Daniel Kilbride, the history department chair, at dkilbride@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

www.jcu.edu/history

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

Summer/Fall 2014 edition

John Carroll University
Department of History
1 John Carroll Boulevard
University Hts., OH 44118

www.jcu.edu/history