

Spring 2017 Course Offerings

Course No./ Section	Core Code	Course Title	Days	Time	Instructor	Pre-Requisites/	Linked Course	Credit
HS 202-51	II/R, EGC	World Civilization 1500 to present	MWF	12:00 pm-12:50 pm	Gallo	EN 120, EN 121 or EN 125 or HP 101		3
HS 202-52	II/R, EGC	World Civilization 1500 to present	MWF	1:00 pm-1:50 pm	Gallo	EN 120, EN 121 or EN 125 or HP 101		3
HS 212-51	II/EHE	United States History since 1877	T R	11:00 am-12:15 pm	McAndrew	EN 120, EN 121 or EN 125 or HP 101	COREQ: CO 220—52	3
HS 212-52	II	United States History since 1877	T R	12:30 pm-1:45 pm	McAndrew			3
HS 220-51	II/ISJ/S	Revolutionary Europe	T R	2:00 pm-3:15 pm	Kugler			3
HS 227-51	II/R, ISJ	20 th Century Global History	T R	8:00 am-9:15 am	Reader			3
HS 237-1	II/D, ISJ	History of Medicine in America	T	6:30 pm-9:15 pm	Bowen			3
HS 251-51	EHE	Atlantic World to 1700	M W	3:30 pm-4:45 pm	Gallo	EN 120, EN 121 or EN 125 or HP 101	COREQ:EN 299G-51	3
HS 260-51	ENW	Family and Childhood in USA	MWF	1:00 pm-1:50 pm	Hessinger		COREQ:PS 260-51	3
HS 270-51	II/R, EGC	Introduction to Latin American History	MWF	9:00 am-9:50 am	Marsilli			3
HS 271-51		World Geography	T R	11:00 am-12:15 pm	Burkle			3
HS 275-51	II/ISJ/R	Latin Amer. Dictators:	MWF	11:00 am– 11:50	Marsilli			3
HS 280-51	II/R	Modern East Asian History	MWF	9:00 am-9:50 am	Purdy	EN 120, EN 121 or EN 125 or HP 101		3
HS 296A-51	EHE	Sp. Topic: England's Got: War of Roses	T R	9:30 am-10:45 am	Patton	EN 120, EN 121 or EN 125 or HP 101	COREQ:EN 222-51	
HS 297A-51	EGC/ISJ	Sp. Topic: History of the Caribbean		TBA	Hessinger			3
HS 297B-51	EHE	Sp. Topic: Japan in Crisis	MWF	1:00 pm-1:50 pm	Purdy	EN 120, EN 121 or EN 125 or HP 101	COREQ: SC 250-51	3
HS 297C-51		Sp. Topic: Service Learn/Dominican Republic			Hessinger			1
HS 297D-51	D/EGC/II/R	Sp. Topic: Christianity in Latin America	MWF	10:00 am-10:50 am	McGinness	TRS 101, EN 120, EN121 or TRS 101,EN125, or TRS 101, HP 101, or RL 101, EN 120, 121, or RL 101, EN 125, or RL 101, HP 101		
HS 307-51	ISJ	Sp. Topic: History of the Popes	MWF	1:00 pm-1:50 pm	Murphy			3
HS 332-51	EGC/II/S	Berlin: From Reich to Republic	M W	3:30 pm-4:45 pm	Berg	EN 120, EN 121 or EN 125 or HP 101 Class requires travel to Berlin, Germany over Spring Break		3
HS 333-1	II/EGC	History on Film	M	6:30 pm-9:15 pm	Krukones			3
HS 357-51	II	U. S. Military History	T R	3:30 pm-4:45 pm	Vourlojianis			3
HS 395-51	II/ISJ	Sp. Topics: Abraham Lincoln	T R	12:30 pm-1:45 pm	Kilbride			3
HS 396-51	EGC	Sp. Topics: Imperialism & Decolonization	MWF	11:00 am-11:50 am	Berg	EN 120, EN 121 or EN 125 or HP 101		3
HS 396-52	EGC	Sp. Topics: Imperialism & Decolonization	MWF	12:00 pm-12:50 pm	Berg	EN 120, EN 121 or EN 125 or HP 101		3
HS 414-51		The Catholic Experience	MW	3:30 pm-4:45 pm	Murphy			3
HS 453-51		Modern Chinese History	M W F	11:00 am-11:50 am	Purdy			3

Please check with the appropriate professor or department chair, Daniel Kilbride, if you have any questions regarding the New/Old Core requirements

Spring 2017 Course Offerings

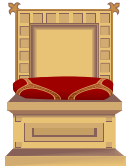
The Historical Inquirer

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

Spring 2017 Course Offerings

From the chair

by Daniel Kilbride



Practically everybody at JCU, whether you're in the new core or the old one, has taken or will take at least one history course -- most of you will take more than one. And if you liked those courses, you should consider minoring in history. It's very easy to do. The HS minor is just 18 credits -- six courses. Those courses must touch two broad areas -- the USA; Europe; and Asia/Africa/Latin America. So, for example, you could take five courses in European history, and one in Latin American history, and you'd be good. Of those six courses, at least three must be at the 300/400 level, which is the level where things really get interesting. You can pick up a minor declaration form outside the history department's main office, #261 in the HS department.

JCU is still straddling two core curriculums, and the history department is offering plenty of courses to meet your needs in whatever core you're in.

In the “old” core (if you're a junior or senior), here are your options. As always, more details on these courses, and the full HS schedule, can be found within this booklet:

- Two sections of HS 202 (World Civ II), II/R
- HS 212-52 (US History II), II.
- HS 220 (Revolutionary Europe), II/S
- HS 227 (20th century Global History), II/R
- HS 237 (US Medical History), II
- HS 270 (Intro to Latin America), II/R
- HS 280 (Modern East Asia), II/R
- HS 297A (History of the Caribbean), II/R
- HS 307 (History of the Popes), II/S
- HS 332 (History of Berlin, Germany), II/S
- HS 357 (US Military History), II

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The history department has developed a lot of new courses to meet students' needs in the new core. So, if you're a freshman or sophomore, consider one or two of these:

ENW (Exploring the Natural World):

- HS 241 (Childhood in US History) linked w/ PS 260-51

EHE (Examining the Human Experience linked classes):

- HS 212-51 (US History II) linked w/ CO 220-52
- HS 251 (Atlantic World to 1700) linked w/ EN 299G-51
- HS 296A (Real Game of Thrones) linked w/ EN 222-51
- HS 297B (Japan in Crisis) linked w/ SC 250-51

ECG (Engaging the Global Community):

- HS 270 (Intro to Latin American History)
- HS 280 (Modern East Asian History)
- HS 332 (History of Berlin, Germany)
- HS 333 (History in Film)
- HS 396-51, 52 (Imperialism and Decolonization)

ISJ (Issues in Social Justice)

- HS 220 (Revolutionary Europe)
- HS 227 (20th Century Global History)
- HS 237 (US Medical History)
- HS 275 (Latin American Dictatorships)
- HS 297A (History of the Caribbean)
- HS 307 (History of the Popes)
- HS 395 (Abraham Lincoln)

On a completely different subject, if you're in the administration building between classes and you need a quiet place to sit down, study, print something out, or just relax, check out the **history department student lounge**, room B268 in the history department corridor (the first door on your left as you come down the hallway. There are comfy chairs, a couch, and a couple desks. There's usually candy and some history-themed games if you want to geek out. Everybody is welcome -- just mind the posted rules for nice behavior.

Finally, if you're thinking about life after graduation -- and you should be, even if you're a freshman -- look out for soon-to-come announcement about a career event sponsored by the history department that is specially designed for humanities and

Continued from page 2

social science majors to situate themselves for the job, law school, and graduate school application process. Gainfully employed JCU history alums will speak about their journey from majoring in the humanities to careers in business, teaching, public service, and the law. Not for history majors only!



We love History!

Major and Minor 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.

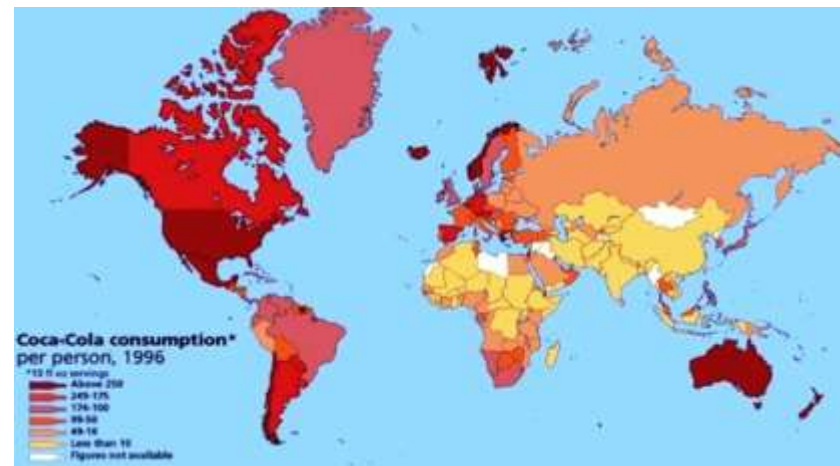
- History core: 18 credit hours (HS 201, 202, 211, 212, 300 and 490/491). Students must earn at least a grade of "C" in HS 300 to proceed to HS 490/91.
- Regional electives: 9 hours, all at the 300/400 level – one course each in the following three areas: United States; Europe; Asia, Africa, Latin America.
- 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 academic advisor. These programs may entail work beyond the 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.
- One course focusing on Global Studies (these are courses that are global in scope and not limited to a single geographic region).
- Two courses in non-western history (Asia, Africa, Latin America).
- Three 300- or 400-level electives that support a regional or thematic focus.

Minor in History: 18 hours. Six courses with a minimum of *two* at the 100 or 200 level and at least *three* 300-400 level courses. At least one course in two of the following areas: American; European; and Asian, African, or Latin American.

The History of the World, Up Until Yesterday



by Marcus Gallo

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

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

As an introductory history course, this class will emphasize skill development. You will cultivate the ability to assess the strengths and weaknesses of historical arguments and critically interrogate primary and secondary sources. You will also improve your public speaking and writing skills, including the ability to develop, sustain, and document your own historical arguments (and orally present your findings). **Section 51 meets MWF 12:00-12:50 ; section 52 meets T R 1:00-1:50 . Both sections qualify for ECG/II/R in core requirements.**

I Want YOU for HS 212!

by Malia McAndrew



HS 212, History of the U.S. from 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. Stu-

dents 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.

Linked with **CO 220-52, section 51 carries Division II credit in the old core and ECG in the new core and meets T, R 11:00am-12:15pm. Prerequisites are: EN 120, EN 121 or EN 125 or HP 101.**

Section 52 meets T, R 9:30-10:45 am and qualifies for Division II ONLY in the old core.

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 fundamental assumptions of

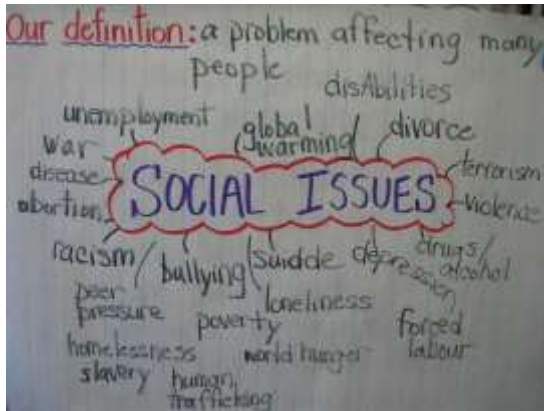
inequality and privilege, to a context where many groups demanded--and sometimes achieved-- equality and fundamental rights. **HS 220, Revolutionary Europe**, will study the French Revolution, the Industrial Revolution, and the Revolutions of 1848 in light of these questions. Starting with an examination of the traditional European social and political order, we will track the fallout of 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. **This course counts for ISJ credit in the New Core and Division II and S credit in the Old Core and meets T R 2:00-3:15 pm.**

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.

20th Century Global History



by Luke Reader

Social justice, service, good deeds, alms, *tikkun olam*, *dharma*. Almost every nation, culture, and religion has a way of referring to social justice, but how have people tried to realize these aims? Which meanings of social justice have taken on more significance than others and why? How have these meanings interacted with one another on a global scale? What happens when different views of social justice come into contact with one another? In **HS 227, 20th Century Global History**, we will discuss the history of the 20th century through the lens of social justice. How? We will do so by concentrating upon changing conceptions of citizenship and examining the ways in which this idea intersects with issues associated with race, gender, class, sexual orientation, and immigration, to name just a few. **This class meets T R from 8:00-9:15 am and also qualifies for the Issues in Social Justice designation (ISJ) in the New Core, as well as II/R in the Old Core.**

Information in the Historical Inquirer is subject to change after publication.

Please confirm accuracy with the Department Chair, Daniel Kilbride or the appropriate professor.

Medicine in the USA

by Mike Bowen

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



It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something.

Franklin D. Roosevelt
www.brainyquote.com

Childhood in America



by Rodney Hessinger

Are children born “innocent” or as “young vipers,” as Puritan minister Jonathan Edwards once put it? In **HS 260, *Family and Childhood in America***, we will focus on how and why views of childhood changed over time in American history. One might suppose that certain biological facts adhere to children, but notions of childhood have proven remarkably malleable across space and time. We will consider a range of views, from Puritan notions of “miniature adulthood” to Lockean concepts of “tabula rasa,” to modern concerns about “adultification.” We will see how the length and stages of childhood have shortened and lengthened based on the needs of wider society. Paired with a course in developmental psychology, we will test the relative impact of nature and nurture in the experience of children. ***This course qualifies for ENW in the New Core curriculum and meets MWF 1:00-1:50 pm.***

The on-line version of the Historical Inquirer will appear slightly different than the print version due to formatting restrictions.

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 299G-51, *Atlantic Crossings*** to fulfill the university's requirement for Examining the Human Experience (EHE).



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. Class meets M W 3:30-4:45 pm.***



Have a riot as a History major!

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.

Don't forget to check out page 12 for information regarding the Kerner Scholarship.

History Does Pay!

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

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

WHO SAYS HISTORY DOESN'T PAY?



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

The Fr. Howard J. Kerner Scholarship Fund was established through the generosity of alumni, friends and colleagues of Fr. Kerner. It honors the memory of a man who served the Department of History at John Carroll University from 1948 to 1985. **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.

Does This Scholarship Have Your Name On It?

Later on the spring 2017 semester we will be conducting our drawing for the **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!



History Does Pay!

Add History as Your Minor!

It's easy! It's flexible!

You need:

Six courses, including:

At least two courses at 100-200 level

At least three courses at 300-400 level

At least one course in two of the following areas:

American

European

Asian, African, or Latin American

Traveling around Latin America on Your Motorcycle: Latin American History from a Bird's Eye View

by María N. Marsilli

Ever wondered if you can study history while travelling around on your bike, sleeping in low-to-awful accommodations, and chatting with the poor, common people? Well, this class proposes that yes, you can. Or at least yes, you can try...by following Ernesto "Che" Guevara's adventurous trip around Latin America in the early 1950s ---yes, is *that* "Che"... just before he got his beard, rifle, and started shooting like crazy in Cuba.



HS 270, *Introduction to Latin American History and Culture* invites you to follow the trip that young "Che" took to understand the continent's past as he wrote it in his *Motorcycle Diaries*. Along with it, gender issues, military dictatorships, US intervention, Human Rights violations, and the effects of globalization on these societies will be examined.

This is a fun and relaxing class, an intro for those who know little about Latin America and would love to know more. Oh, and yes, we will have Gael García-Bernal playing "Che" for us.

HS 270 fulfills II/R in the Old Core and EGC in the New Core and meets MWF 9:00-9:50 am.



Geography's in the news every day. You just don't realize it yet!

by Aaron Burkle

Do you watch the news? *You should*. There's a great, big world out there and they're talking about it on the news every night. Ukraine. Syria. North Korea. Ebola in West Africa. But I don't even know where those places are.

The world is getting more difficult to avoid as we become increasingly interconnected through transportation and telecommunications so it's high time you start learning about that great, big world before it comes knocking on your door and you're not prepared. World Geography class will help prepare you when that global knock comes to your door. In **HS271, World Geography**, we look at the ways places around the world are similar and different, or, simply put, globalization through the lens of global regions. We will look at what makes up culture and how culture differs around the world, the different political systems and how they interact (positively and negatively), and the global



McDonald's restaurant in Beijing, China



economy – economic development, patterns of trade and international economic organizations. One of the most effective ways of studying all this is by applying it to the real world. We talk weekly about world news event and apply the concepts of globalization to keep the course current; after all, globalization is an ongoing, evolving process. It is far more interesting 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 11:00 am –12:15 pm.

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

by Maria Marsilli

Did you know that, since the 19th century, Latin America has been an open territory for foreign influence and political intervention? Europe first, and then the US, have been helping illegitimate governments that advanced their interests in the region, to the detriment of local peoples. **HS 275, Latin American Dictatorships**, details all these events, from egomaniac Tennessee filibuster William Walker to Pinochet and the “Chilean 9/11,” ending in the (not so) cover ousting of Honduras' President Manuel Zelaya. Although all the bad, corrupted guys will be present, attention will be payed as well to the collaboration by the locals in their own subjugation to foreign interests (you did not think that, right?) Additionally, as foreign-imposed dictatorships fed from local cultural values, we will explore the importance of gender roles in the construction and downfall of



oppressive regimes in Latin America. Finally, Human Rights violations will be discussed, as well as the mechanisms used to reconstruct and validate collective memories, and the efforts of these societies to heal their wounds and avoid repeating their traumatic experiences. **This class fulfills Old Core, Division II credits, and R credits. It also fulfills History Major/Minor and Latin American and Latino Studies Concentration as well as ISJ in the New Core. Class meets MWF 11:00-11:50 am.**

Never think that war, no matter how necessary, nor how justified, is not a crime.

[Ernest Hemingway](#)

East Asia: Destruction and Rebirth



China red guards red books

by R. W. 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 small cultures emerged as dominant. **HS 280, *Modern East Asian History***, examines the dynamics of China, Japan and Korea from 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 East Asia today, where conflicting claims over some rocks in the South China Sea raises fears of military conflict or where the 1-month disappearance of a national leader leads to speculation of a possible coup or government instability. Students will also better understand the consequences of modernization and the struggle between globalization and westernization. ***This class fulfills the requirements of ECG in the New Core and II/R in the Old Core and meets MWF 9:00-9:50 am. Prerequisites are: EN 120, EN 121, or EN 125, or HP 101.***

The Real Game of Thrones



by John Patton and Jean Ferrick

Contests for power lie at the heart of the popular novel by George R. R. Martin and the HBO series, *The Game of Thrones*. In **HS 296 , *England's Got War of Roses, and EN 222 , Intro to Shakespeare: Game of Thrones***, we will examine the historical period that inspired Martin's epic, an era known as the Wars of the Roses. During this time the crown of England violently changing hands six times. The history class will investigate the sources that record these historical struggles and their causes, while the English class will consider how Shakespeare dramatized these civil struggles in eight popular plays that he wrote more than a century later. Together the linked pair will explore how this period spawned reflections on power, leadership, and rule that continue to this day. **This class has a prerequisite of EN 120, EN 121, or EN 125, or HP 101 and qualifies for EHE in the New Core. Class meets T R 9:30 am to 10:45 am**

Do you have questions about becoming a History major?

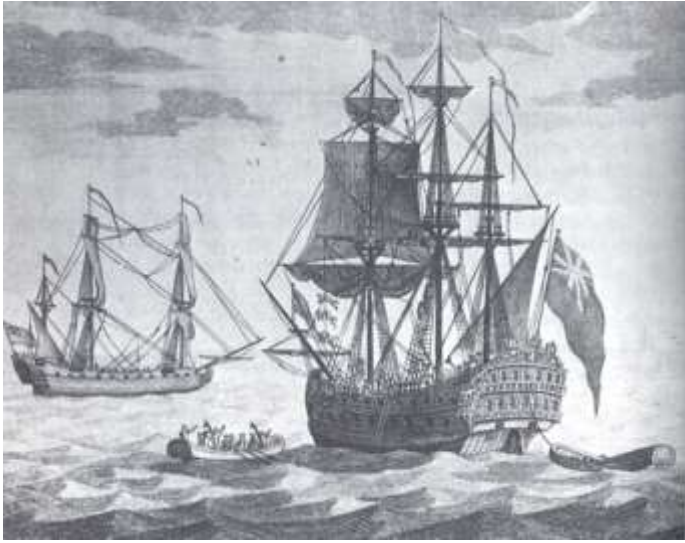
Stop by the History Department and have your

questions answered by the

Chair, Prof. Daniel Kilbride, or any of the

History Department faculty members.

Ahoy, Mateys!



by Rodney Hessinger

Conquistadors, slaves, sailors, pirates, and merchants, among others, jostled for power in a contest over the Caribbean. In **HS 297A *Contested Seas: Exploitation and Resistance in the Caribbean Basin*** (II R; ISJ; EGC), we will examine the conquest of the Caribbean basin by the colonial European powers, highlighting how hierarchies of race and class came to define the region. It will explore, in turn, resistance to colonial masters revealing how the major European New World empires were overturned by slave rebellion and other insurgencies. Students who enroll in this class will also be involved in helping develop service projects that will later be delivered to Dominican and Haitian children in the Dominican Republic. For more information contact Prof. Rodney Hessinger: rhessinger@jcu.edu.

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

Will Japan Have to Face Godzilla Again?



by R. W. Purdy

Throughout its history Japan has risen up only to be racked by disasters: earthquakes, tsunamis, fire bombings, atomic bombs, sarin gas attacks, bursting economic bubbles, Godzilla. What has been the consequence? Is Japan destined to be an endless circle of ups and downs? Is national success for Japan merely allusion until the next manmade or natural disaster? Through examination of the 1855 Ansei Quake up through the catastrophic trifecta of earthquake, tsunami, and nuclear meltdown, **HS 297B *Japan in Crisis***, looks at the history of Japan since the mid-19th century and explores not only the impact of disasters on both government leaders and the ordinary Japanese, but the artistic and literary representations. And yes, we will study Godzilla. (HS 297B is a linked course for the new integrated Core and counts toward the *Exploring the Human Experience/EHE* requirement. It is linked with SC 250-51 "Japanese Society." **Students must enroll in both courses. Prerequisites are: EN 120, EN 121, or EN 125, or HP 101. Class meets M W F 1:00-1:50 pm.**

Whatever you are, be a good one.

Abraham Lincoln

Battle of the Gods!

by Anne McGinness

The United States is often thought of as the Melting pot of ethnicities—but what about Latin America?! In **HS 297D, *Christianity in Latin America***, we look at human sacrifices at Aztec temples and then at the Christianity that followed: Why did Aztecs want to be Christians? It was a battle of the gods! We examine multiple perspectives (European and Aztec) on the conquest of Mexico and the blending of beliefs that ensued. African religions were also thrown into the melting pot with the slave trade. The second part of the course looks at the result of mixing a wealthy, European Catholicism and a poor, Peruvian Catholicism as we study Liberation theology. We then add Protestants into the mix, yet ANOTHER religious tradition wants to stake its claim on Latin America. Today Church leaders of all denominations are asking how the rise of Evangelicalism in Latin America will affect the culture and society there? We end with Pope Francis and Latinos on the borderlands and in the United States today. Latinos share their long religious legacy with us in the United States! ***The class meets M, W, F from 10-10:50 am and qualifies for Div II/R/D in the old core and EGC in the new core requirements. Prerequisites are TRS 101, EN 120, EN 121; or TRS 101, EN 125; or TRS 101, HP 101; or RL 101, EN 120, EN 121; or RL 101, EN 125; or RL 101, HP 101.***



True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us.

[Socrates](#)

sites.jcu.edu/history

The History of the Popes

From the Middle Ages to the Present

by Paul V. Murphy



HS 307, *History of the Popes*, will examine the history of the papacy in its religious, social, political, and cultural aspects from ca. 1000 to the present. The papacy is one of the oldest continuing institutions in the West. Its history intertwines with the history of Europe and the World. A major goal of this course will be for students to grasp the ways in which the papacy and the popes have been

influenced by and have influenced the world. Throughout the course, students will examine issues of social justice by examining the relationship of religion and religious change to cultural and social change. Acquiring an understanding of these issues is the primary goal of the course. Specific issues under examination will include: The rise of papal monarchy and the changing role of the popes as teachers and controllers of church doctrine; the role of the popes in the Crusades; the popes and artistic patronage in the Renaissance and Baroque periods; the use of the Roman Inquisition to control religious expression; the Church and the emergence of democratic and revolutionary movements in the 19th and 20th centuries; and the place of the popes in a global context involving religious diversity, international conflict, and efforts at peacemaking in the 21st century. ***Class meets MWF 1:00 p.m.-1:50 pm.***

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

sites.jcu.edu/history

“From Hitler’s Bunker to the Heart of the European Union: Examine Berlin at JCU and in Germany”



by Matt Berg

Since the beginning of the 20th century, Berlin has been at the center of German affairs and a vital factor in European developments. In a series of seminar meetings, students will examine German and broader European developments through a focus on a city that experienced no less than five changes of governments in just over 70 years. **HS 332, *Berlin: From Reich to Republic*** concentrates on historical developments from the Nazis to divided Cold War Berlin, and historical and political developments in Berlin as the capital of reunified Germany and a major European Union capital. The seminar is cross-listed as PO 351 and co-directed by Prof. Andreas Sobisch. The professors will lead the students who enroll in the seminar on a **spring break study tour in Berlin**. Consult Professors Berg (mberg@jcu.edu) or Sobisch (sobisch@jcu.edu) concerning travel component costs. **Students who enroll in the seminar must participate in the travel component. Permission to enroll slip from instructor required. This seminar carries "S" core credit for the old, distributive Core, and EGC designation in the new, integrative Core. Class meets MW 3:30-4:45 PM. Prerequisites: EN120, EN 121 or EN 125, or HP 101 and fulfills EGC in the New Core and II/S in the Old Core.**

Deep Focus



<http://cdn.collider.com/wp-content/uploads/2015/12/the-birth-of-a-nation-armie-hammer-nate-parker-slice-600x200.png>

by Jim Krukones

It never fails. Every year, as awards season rolls around, movies based on real-life events begin to populate the multiplexes. Whether the subject is the Nat Turner rebellion (*The Birth of a Nation*), the terrorist attack at the 2013 Boston Marathon (*Patriots Day*), or the genesis of McDonald's (*The Founder*), filmmakers seem irresistibly drawn to recreating the past, whether near or distant. The resulting movies 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 handful of documentaries to explore the restaging of history on the screen. It also examines cinema as a valuable source of historical information. **The class meets Monday evening each week from 6:30-9:15** to accommodate film showings along with lecture and discussion. The major written requirement is—what else?—a full-fledged review based on films of your choice. HS 333 is what used to be known as a reserved-seat attraction, so please secure your tickets without delay. (Note: **This course is applicable to a Division II requirement in the distributive Core Curriculum and carries an EGC designation in the new integrative Core Curriculum.**)

Stop by the History Department and visit our newly updated Student Lounge in B-268, to take a break between classes, visit with a friend, or work on a paper. All are welcome!

Ride to the Sound of the Guns! Enlist in US Military History

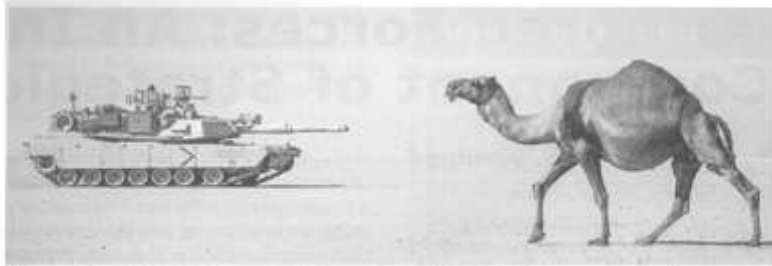
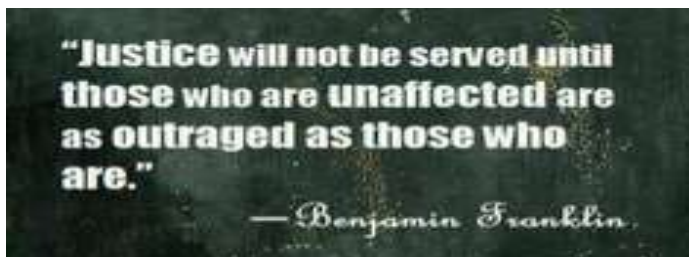


Figure 1. An M1A2 Abrams Main Battle Tank from 2nd Armored Brigade Combat Team, 4th Infantry Division, encounters a camel during a weeklong bilateral exercise in February 2014. (Photo by SGT Marcus Fichtl)

by George Vourlojianis

HS 357, *United States Military History*, presents the evolution of the United States military from the loosely trained bands of localized colonial militia defending loved ones and property to a volunteer army of regulars defending the nation's coasts and overseas interests. Emphasis will be placed on the army's role and operations within the context of our democracy. Attention will be given to the parallel development of the citizen-soldier and the regular or professional and how each has been (and is) affected by military necessity and political pressures. HS 357 will give you the tools necessary to interpret past military experiences and how they may or may not be related to our current operations in the Middle East and Afghanistan. This course qualifies for Division II in the Old Core Curriculum. *Class meets T, R 3:30-2:45 pm.*



Abraham Lincoln: Emancipator, Litigator, Wartime President, Vampire Hunter

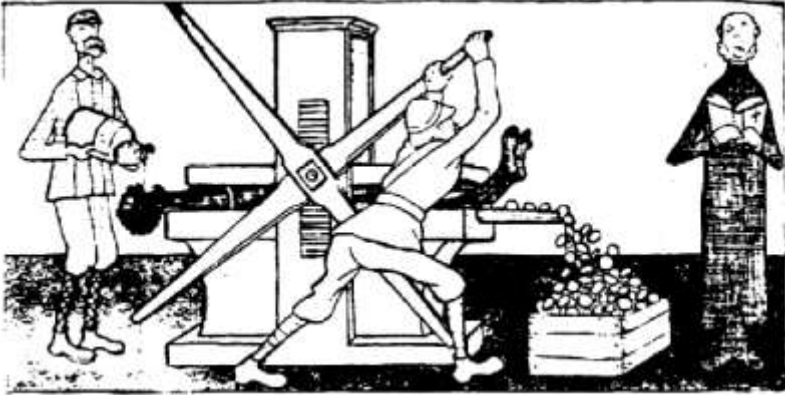
by Dan Kilbride

Abraham Lincoln has been the subject of thousands of books and articles, yet every generation produces a new avalanche of scholarship on Lincoln and his times. What, possibly, is there to know about him that we don't already know? Apparently, Lincoln's life is one that speaks to different generations of Americans (and non-Americans, besides) in different ways. New understandings of the President who navigated the United States through its most difficult crisis seem to help Americans understand their own times and their own dilemmas. In this course – **HS 395, *Abraham Lincoln*** -- we will examine some of the very latest scholarship on Lincoln and his times. We will seek a deeper understanding of the Civil War era, a critical perspective on Lincoln's life, an appreciation both for the potential and limitations of biography as a genre of history writing, and some reflection about the meaning of Lincoln's life and times for our world.



In the new core curriculum, this course is an Issues in Social Justice (ISJ) class. It's not a stretch, since Lincoln and many of his contemporaries thought hard about issues that we would identify as social justice concerns, chief among them the future of slavery and racism in a democratic republic that pledged itself to the advancement of human rights. But Lincoln also wrestled with other issues of justice, including just war theory and action, anti-Catholic prejudice, the role of politics and compromise in advancing causes of principle, and women's rights, among others. *Class meets T R 12:30– 1:45 pm.*

HS 396: Imperialism and Decolonization



by Matt Berg

The legacy of colonial empires – both the attitudes of former imperial powers and the experiences of peoples who liberated themselves from colonial rule – is still apparent across the globe. This course explores the motivations, assumptions, strategies, and technologies of those who engaged in imperial projects on the one hand, and the ways colonized peoples resisted foreign domination, accommodated themselves to it, and in some cases embraced it on the other hand. Students will examine the reciprocal yet unequal relationships between colonial and colonized societies between roughly 1800 and 1960, with 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. **Section 51 meets MWF 11:00 am–11:50 am.; section 52 meets 12:00 pm–12:50 pm. Prerequisites are: EN 120, EN 121, or EN 125 or HP 101.**

This Course carries Division II and “R” core credit for the old, distributive Core, and EGC designation in the new, integrative Core.

*Don't go around saying the world owes you a living.
The world owes you nothing. It was here first.*

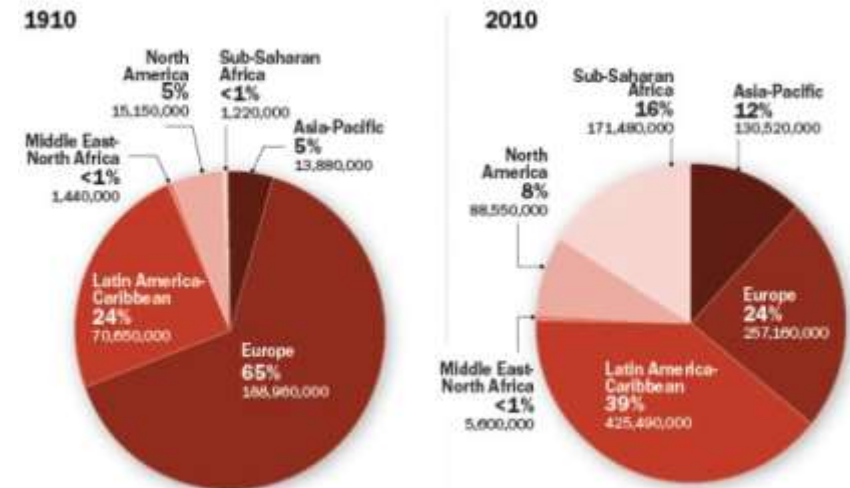
The Catholic Experience

by Paul V. Murphy

HS 414, *The Catholic Experience*, the capstone course for the Catholic Studies minor, seeks to assist the student in synthesizing the learning across their courses of studies in the Catholic Studies Program. As a history course it seeks to analyze various issues in Catholic thought and culture in historical context and as subject to historical development. Topics that will be addressed include the Catholic University and intellectual activity, the development of doctrine, current ethical issues in the areas of bioethics, war and peace, and issues confronting family life, and ministry. *Class meets M W 3:30-4:45 pm.*

Regional Distribution of Catholics, 1910 and 2010

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



Figures for 1910 are from Pew Research Center analysis of data from the World Christian Database. Percentages may not add to 100 due to rounding.
Pew Research Center

Pew Research Center

Resentment is like drinking poison and then hoping it will kill your enemies.

Nelson Mandela

Is the Dragon on the Rise?

by R. W. Purdy



For much of history China was the most productive and stable country in the world. Then, beginning in the mid-nineteenth century, China endured 100 years of humiliation: hobbled by unequal treaties, imperialized and cut up like a melon, invaded and occupied. After a century of humiliation China then endured decades of revolution and convulsion under the hand of Chairman Mao. Today China is the world's second largest economy and its diplomatic power is a major influence around the globe. It is also the second largest auto market and film market, both moving toward number one. Can its military might be far behind and will the resurrected dragon be a threat? **HS453, *Modern Chinese History***, explores the revolutionary rise of China and seeks to understand the momentum that is propelling it into the 21st century. *Class meets M W F 11:00-11:50 am.*

ARE YOU THINKING ABOUT DECLARING YOUR MAJOR?

THINK ABOUT *HISTORY!*

So your doctor majored in history?

Medicine, law, ministry or business — a humanities degree fits

By KIM MCGRATH *Office of Communications and External Relations*

The Association of American Medical Colleges announced this year that the Medical College Admission Test (MCAT) in 2015 will include a new behavioral sciences section — a step that recognizes the importance of the humanities to the future of medicine. But why would you want your next doctor to have majored in English or philosophy or classics?

“Consider the value of having a physician who has learned through undergraduate studies the habit of questioning, of using the imagination to walk in someone else’s shoes, of finding patterns, of balancing moral and philosophical concerns,” says Dean of the College Jacque Fetrow. “When you think about it, the practice of medicine is fundamentally about working with people.

So, too, are the practices of law, ministry and business. In fact, there are very few, if any, professional careers where an understanding of humanity and training in the humanities isn’t critical.

In a recent panel discussion on the importance of humanities in the world of work, hosted by the Wake Forest University Humanities Institute, Debra Humphreys, vice president for policy and public engagement for the Association of American Colleges and Universities, told students: “We need to better articulate what a quality education is in the 21st century and how it sets up students for lifetime success.”

Mary Foskett, professor of religion and director of the Humanities Institute agrees. “The careful analytical, critical, imaginative and reflective practices that the humanities teach are very much needed by a generation who will be called upon to discover, innovate and communicate constructive responses to the challenges they will meet over the course of their working lives.”

The road less traveled

One example of how humanities majors are needed to offer new perspectives in the professions is in the medical field, and the University has responded. In the age of Obamacare and printed organs and specialization, Wake Forest has opened a new path to medical school — a rigorous [Interdisciplinary Humanities Pathway to Medicine Program](#) that offers guaranteed admission to Wake Forest Medical School for up to five undergraduates majoring in the humanities or fine arts.

The program combines Wake Forest's top-25 undergraduate college with its highly ranked medical school to help widen the lens through which future doctors examine and treat their patients.

Students apply in their sophomore year. They agree to major in history, philosophy or religion; English, a foreign language or classics; or art, theatre, music or dance. They must also minor in interdisciplinary humanities and complete all the prerequisites for admission to Wake Forest medical school. Tom Phillips, director of the interdisciplinary humanities minor at Wake Forest oversees the Pathway program. "We need medical practitioners who know the value of listening," he says. "So Wake Forest is intentionally looking for undergraduate students who see medicine as a healing art that combines an intimate understanding of human nature in a social context with exceptional science skills."

Students with humanities backgrounds introduce ideas into their classes and during their rotations that offer different ways of thinking about patient care.

Focusing on students with strong humanities backgrounds adds diversity to our medical school class and brings humanistic qualities such as empathy and good communications skills to the student body as a whole," says Dr. Edward Abraham, professor and dean at Wake Forest School of Medicine. Third-year Wake Forest medical student Kristy Tayapongsak ('11) thinks the Pathway program will grant pre-med students the freedom to major in something other than a basic science. Though it's not unheard of for students who plan to go to medical school to major in humanities, it is unusual. Tayapongsak says pre-med students often feel pressured into majoring in the sciences, not realizing that the humanities are just as vital to the development of the physician skill set.

"Coming out of high school, I had strictly labeled myself as a math and science person," she says. "If you had asked me about majoring in the humanities, I would have laughed. But majoring in religion in tandem with taking pre-med classes gave me the best of both worlds. Studying religion changed my thought process and will influence how I practice medicine. What I love about religion is the overlap between what I learned inside the classroom and how I live outside of it."

<http://news.wfu.edu/2013/09/18/so-your-doctor-majored-in-history/>

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:

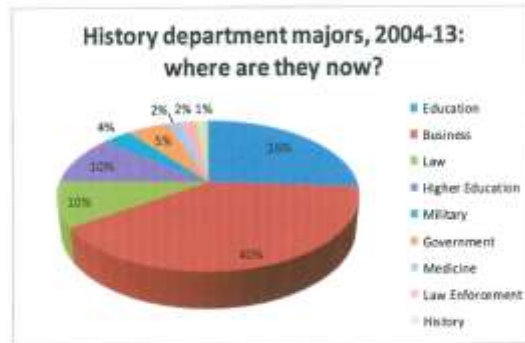
- 140 hours of work at the historical institution for 3 credits*
- Regular consultation with its supervising staff member and a member of the John Carroll History Department
- A journal that regularly records the student's internship activities
- A final paper or project that is determined by the student, 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**

HISTORY MAJORS: WHERE ARE THEY NOW?

Education	35
Business	53
Law	13
Higher Education	14
Military	5
Government	7
Medicine	2
Law Enforcement	3
History	2



Grace Sipusic, '03

- Lakewood, OH.
- Former Director of Individual Support & Miami Fundraising, Cleveland Orchestra.
- Currently Chief Development Officer, The Florida Orchestra, St. Petersburg, FL.



Kevin Johnstone, '06

- Republic of Sierra Leone and Copenhagen, Denmark.
- Renewable Energy Policy Advisor, Udviklingsorganisasjonen IBIS, Copenhagen, currently working in Sierra Leone.
- MA, Columbia University, School of International and Public Affairs
- Formerly US Peace Corps volunteer, Mongolia.



Patrick Lynch, '02

- Knoxville, TN
- Program manager on global security and nuclear safeguards, US State Department, Oak Ridge National Laboratory.
- Formerly with the International Atomic Energy Agency, Vienna, Austria.
- MS, Mercyhurst University; Ph.D. in Global Security, University of Tennessee.



Abby Curtin Teare, '14

- Cleveland, OH.
- President, Fernway History Consulting LLC, and Museum Educator, Western Reserve Historical Society.
- Formerly with the Cleveland Restoration Society
- MA in Public History, Indiana University/Purdue University Indianapolis.

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

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

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

Consider History as a double major!

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

Please visit the history department website: sites.jcu.edu/history, talk to a faculty member, or contact the Chair, Daniel Kilbride, at dkilbride@jcu.edu.

We're thinking about .. **History**



John Brown's Raid and America's Bloodiest Day

by George N. Vourlojianis



In his "The Portent" Herman Melville called John Brown "*the meteor of the war.*" The 12-hour long Battle of Antietam is considered the bloodiest day in American military history. The killed, wounded and missing numbered nearly 23,000. Of the Antietam Battlefield, Major General Joseph Hooker observed, "*In the time*

that I am writing every stalk of corn in the northern and greater part of the field was cut as closely as could have been done with a knife, and the slain lay in rows precisely as they had stood in their ranks a few moments before. It was never my fortune to witness a more bloody, dismal battlefield." From **September 15 – 17, 2017** we will be travelling to West Virginia and Maryland to visit two of the most significant sites of the Civil War – Harpers Ferry and Antietam Battlefield. We will visit Harpers Ferry and walk the ground of John Brown's infamous October 1859 attempt to seize the federal arsenal and foment slave revolt. This action is considered by many to be the spark that ignited the powder keg of the Civil War. Next on the agenda is a stop in historic Charles Town and the site of Brown's execution. On Saturday, we will spend the day at Antietam where we will be met by John Carroll graduate and National Park Service Ranger Dan Vermilya who will take us on a guided tour of the battlefield. We'll walk the ground of Bloody Lane, Burnside's Bridge, Dunker Church, Miller's Corn Field and West Woods. The Battle of Antietam (September 1862) ended the Confederate Army of Northern Virginia's first invasion of northern soil and led to President Lincoln's issuance of the Emancipation Proclamation.

Additionally, we'll discuss the impact of each phenomena on the course of the war. You'll learn how to interpret or read a nineteenth century Civil War battlefield. Time will be spent learning about how the common soldier of both sides lived and what motivated them to fight. There is an additional \$200 fee which covers lodging, park fees and transportation costs. Before you can register for **HS 295, Harpers Ferry and Antietam Experience** you must have permission from the instructor and the department chair. For more information about this exciting adventure contact Dr. Vourlojianis at gyourlojianis@jcu.edu. So mark your calendars and *Enlist in the Army of the Cuyahoga when registration for Fall 2017 begins!*

HISTORY MAJORS: WHERE ARE THEY NOW?

by Dan Fotoples

I graduated from John Carroll in 2010 with a degree in history and philosophy, Notre Dame University Law School in 2013 and Michigan State University's Student Affairs Administration master's program in 2015. Like many humanities students, I didn't know where to go or what to do after graduating undergrad. I didn't see the beauty of a degree with no defined career path, the opportunity, the possibilities to do whatever I wanted. So I did what many humanities students do - I went to graduate school - one with a well-paying career: law.



I enjoyed my time at Notre Dame and met some good people, but I could tell I lacked the desire and personality to really be a great attorney. I was fortunate enough to live and work in the residence halls at Notre Dame. At first, it was a ploy to save money, since law school is very, very expensive, but it turned out to be a blessing in disguise. I loved working with college students. I finally found my calling. I completed law school, but then decided to leave the legal profession. I entered another graduate program at Michigan State to study student affairs administration.

May 2015 marked my graduation from Michigan State. As I reflect on my past career choices and the ones laying before me for my future, I see how my priorities have changed and I see the value of my degree from Carroll. I don't care about money anymore - student affairs work doesn't pay much - but I care more about being fulfilled by my work. My history and philosophy degree from Carroll has set me up for success in two dramatically different career paths. Studying history and philosophy refined my ability to critically think, analyze and express myself, characteristics valuable on any path. As a graduate of two graduate programs totaling five years of my young adult life, I wish I could go back to my 22 year old self and tell him not to rush into anything, especially graduate school. The right path will come when it's due, and there's no rush when you're 22.

All the classes that're fit to take!

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

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

Spring 2017

[John Carroll University](http://www.jcu.edu)
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