

## The Historical Inquirer

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

### Spring 2018 Course Offerings

#### From the chair

by Matt Berg



After eight years as Chair, Prof. Dan Kilbride has left the hot seat to me. I want to thank him on behalf of the Department and our students for his years of service. I've come to quickly appreciate how big the job is. Thankfully, between his willingness to offer insights into the secrets of administration (while on sabbatical, no less!) and the help of our outstanding new administrative assistant, Kellie Schwabl, the ship is still sailing – and with no leaks, moreover.

We're excited about our Spring 2018 offerings, we have interesting options for majors, minors, and students interested in Core curriculum options. Many of these choices present thematic interconnections. For example, we explore revolutions in “French Revolution and Napoleon” and in the “American Revolutionary Era.” We offer insights into international affairs and global connections in “U.S. Foreign Policy” and in “The Cold War.” We address conflict and its implications in courses such as “U.S. Military History,” “Twentieth Century Europe,” and “The Holocaust.” Students who are interested in complementing their classroom work the experiential learning of study tours can choose from “Rome: City of Saints and Emperors” and the “Japan Study Tour.” We also have the option of special topical courses like “Native American History,” “Women and the Catholic Church,” and “Childhood in America.” And, of course, we provide tried and true surveys of U.S. History since 1877 and Global Civilizations since 1500. These and other History Department offerings – and the Core credit that so many of them carry – are described in these pages.

Let me give a plug for majors and minors first. The History major is a very manageable course of study that is easy to complete in four years with another major or minor(s). It's just 39 credits (13 3-credit hour classes). The minor is half that. Since you have probably al-

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ready have taken or will take at least one History class for the core curriculum, it's not hard to complete the minor. History at JCU isn't taught like it is in most high schools, where the emphasis is so frequently on memorizing names and dates. (Tedious!) In our classes you'll wrestle with interpreting primary sources, engage in discussion and debate and, most important, hone your skills in critical thinking, writing, and public speaking. You will learn skills that are transferrable to any number of careers, as the experiences of History Department alumni demonstrate. Check out the bulletin board on the south side of the hallway outside the Department, in the main AD B-Wing corridor. You'll see what some of our alumni have been up to over the years.

History majors and minors, the Department is working closely with the Center for Career Services and other departments in the Humanities to develop meaningful professional development opportunities throughout the academic year. These include cover letter workshops, resume workshops, networking workshops, and sessions dedicated to writing of statements of purpose for graduate and professional schools and internships/fellowships. Be on the lookout for information about these opportunities throughout the current and upcoming semesters. Your faculty will remind you about them, too. We strongly encourage you to participate, and to think about pursuing internships and fellowships in NE Ohio, in the U.S., and even abroad. See the posters around the History Department, visit <http://sites.jcu.edu/history/pages/internships/>, and visit me at [mberg@jcu.edu](mailto:mberg@jcu.edu), or most afternoons at my office, AD B261.

Finally, we encourage eligible students to apply for the Department's Kerner Scholarships, which are geared towards second semester juniors, but all rising history majors – and prospective majors – should be aware of them. The Department offers scholarships each worth \$4,000 to up to two outstanding majors during the course of their senior year. You need to apply in the spring semester of your junior year. The applications are available <http://sites.jcu.edu/history/pages/history-major/kerner-scholarships> and also outside of the office of the Administrative Assistant.

If you have any questions about these matters or others, come and speak to me or my colleagues in the History Department.



## 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.

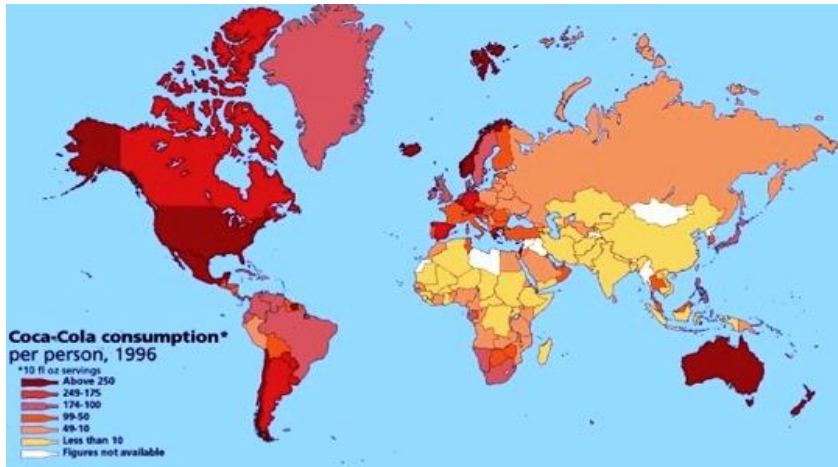
- History core: 18 credit hours (HS 201, 202, 211, 212, 300 and 490/491). Students must earn at least a grade of "C" in HS 300 to proceed to HS 490/91.
- Regional electives: 9 hours, all at the 300/400 level – one course each in the following three areas: United States; Europe; Asia, Africa, Latin America.
- 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: Sixteenth Century to the Present** examines the history of the world from 1500 to the present, focusing on how cultures encountered one another over the past five centuries. At the beginning of this time period, the peoples of the Old World and the New World had just begun to interact with one another. Over the course of this period, European powers stretched colonial empires over much of the globe, powering their expansion through trade and industrialization. By the end of this period, the forces of global capitalism penetrated virtually every corner of the globe, affecting nearly every individual on the planet. This course is therefore designed to give you tools to understand our increasingly interconnected world.

This class is required for history majors and also designed to fulfill the university's requirement for Engaging the Global Community (EGC). Therefore, you will be exposed not only to the history of cultural encounters, but also to political and literary theories about cultural encounters. We will use these theories to frame our historical understanding of the past five centuries. **HS 202, World Civilization Since 1500 Section 51 meets MWF 10:00-10:50am; section 52 meets MWF 11:00-11:50am. Both sections qualify for II/R/EGC in core requirements.**

## I Want YOU for HS 212!

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

By Malia McAndrew



**HS 212, History of the U.S. since 1877**, will survey America's political, social, cultural, and economic history from 1877 to the present. Over the course of the semester, we will explore topics that include the role of industrialization and technology in the development of modern America, the emergence of the United States as a global power, the effects of changing ethnic and racial demographics on American society, and the shifting role of the federal government in the lives of ordinary citizens. Students

will also be asked to look outside of U.S. borders to understand a variety of transnational movements that Americans have taken part in since the late-nineteenth century.

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

Linked with **CO 220-52, section 52 carries Division II credit in the old core and is a Integrated Link Course in the new core and meets TR 11:00am-12:15pm. Prerequisites are: EN 120, EN 121 or EN 125 or HP 101.**

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

## Modern American History

HS 212-51: History of U.S. since 1877



By: Dan Kilbride

You almost certainly took this course in high school, but back then it wasn't a stand-alone course. You probably tackled the whole history of the USA in one year. Maybe the teacher was the wrestling coach. Maybe you read the textbook in class, or did a bunch of worksheets. Or watched a bunch of movies and/or documentaries. Maybe it wasn't a great experience.

This – **HS 212, United States History since 1877** -- is *not* going to be like that class. We are going to do exactly zero busywork. The textbook is actually interesting (and we won't be reading it in class). But we're also going to be focusing on a lot of primary sources, which are the documents and other materials (receipts, photographs, diaries, etc.) that were produced at the time we are studying. What you're reading right now will be a primary source, some day. The class does not fixate on memorizing stuff and regurgitating it, but in asking interpretive questions about the past, especially *how* and *why*. Why did the United States become an imperial power in the 1890s? Why didn't it do so before, or after? How did women earn the vote early in the 20<sup>th</sup> century? Why did the United States and the Soviet Union ally to defeat the Nazis during World War Two, then almost immediately fall out, become enemies, and wage a Cold War until 1991? Those are all questions that have complicated answers, even multiple answers, and those answers depend on how you interpret the primary sources at your disposal (and what sources you use). So, just because you're probably had the subject matter of this course before, this is **not** the same course you had in high school. I promise you won't be bored.

**Note: This description applies only to HS 212 section 51, Division II, HUM.** Section 52 is a linked class with CO 220-51. Meets TR 9:30– 10:45 am.

## The Cold War

By: Matt Berg

Long before the “War on Terror” became a preoccupation in the U.S. and in many other places, the Cold War attracted the lion's share of attention when it came to security concerns and foreign threats. **HS 229, The Cold War**, examines the roots of the suspicion and fear, cultural and economic competition, and political maneuvering and military readiness that characterized relations between the Soviet bloc and the U.S.-led West for most of the 20th century. The course makes use of primary source materials, documentary film, and other texts to acquaint students with issues of causality, perceptions of threat, the ways societies mobilized themselves against real and imagined adversaries, weapons of mass destruction, and war by proxy during decades in which mutually-assured destruction seemed only as far away as the push of a button. **HS 229 carries Division II and “S” international designation for the distributive Core, and HUM credit for the new integrative Core. Meets TR 9:30—10:45 am.**



## The Invasion of North America: The Indigenous Experience

By Rodney Hessinger

While Native Americans would ultimately lose most of their claim to the continent, this outcome was by no means linear, nor inevitable. Students who enroll in **HS 236, *Native American History*** will witness the conquest of North America from an Indian perspective.

As Europeans landed, Indians found the land, quite literally, changed beneath their feet. While European microbes decimated Native American villages, their livestock ravaged Indian crops and the soil. Europeans and Indians developed extensive trade networks, exchanging furs for finished goods. Fur-bearing animals, such as the beaver, were driven to near-extinction, leaving Indians with little else to trade other than their land.

Nonetheless, Native Americans proved savvy participants in the colonization process. By forging strategic diplomatic alliances with European states, they were able to play the competing powers against each other. Indian cultures would prove remarkably resilient. Most remarkable perhaps were the various pan-Indian revitalization movements promoted by Native American prophets such as Neolin.

Indians would find themselves in a “New World” as much as Europeans; this course will explore how they responded to the complex set of changes unleashed by colonization. ***The course fulfills D/II in the old Core as well ISJ (Issues in Social Justice) in the New Core and meets TR 12:30 - 1:45 pm.***



## US Foreign Relations



By Dan Kilbride

***HS 245, U.S. Foreign Relations***, examines the history of American foreign policy from its beginnings to near the present day – from the American Revolution through the end of the Cold War. Combining lecture and discussion (with an emphasis on discussion, FYI), this course integrates the narrative of American foreign affairs with attention to primary sources. Importantly, those sources include not only those fashioned by the makers of US foreign policy, but those of peoples who were affected by those policies, such as British ministers debating how to answer the Monroe Doctrine, Mexicans coping with the expansionist USA in the 1840s, and Vietnamese responding to American intervention in the 1950s and 60s. This course also features a strong interdisciplinary dimension. We will devote considerable time to studying international relations theory (which requires some slumming in Political Science, mainly) to ask how, if it all, one or more of the various theories developed to explain how states conduct their foreign policies actually do so. In the new, integrative core curriculum, ***this class counts as EGC (Engaging the Global Community), D/II and meets 245-51 TR 12:30—1:45pm; 245-52 meets TR 2:00—3:15pm.***

## Adventure and Action! Enlist in US Military History!

By George N. Vourlojianis

Who fought? Why did they fight? How did they sustain themselves? With what did they fight? How did they fight? **HS 257, United States Military History** will provide answers and interpretations to these questions. The course places emphasis on the role of the army within the context of our democracy. Attention is given to the parallel development of the citizen-soldier and the regular or professional and how each has been (and is) affected by military necessity and political pressures. **HS 257** will provide you with the tools necessary to interpret past military experiences and place them in the context of present-day operations. This course qualifies for **Division II in the Old Core Curriculum and HUM**. The class meets **TR 3:30 – 4:45 p.m.**



## HISTORY 5-YEAR MBA PROGRAM

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

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

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

Don't forget to check out page 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 Matt Berg, the history department chair, at [mberg@jcu.edu](mailto:mberg@jcu.edu), or Elizabeth Stiles, the head of Nonprofit Management, at [estiles@jcu.edu](mailto: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. Up to **two** \$4000.00 Kerner Scholarships are available each year and will be awarded in the recipients' **senior year**.

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

Applicants must submit an official application by April 15<sup>th</sup>. Applications are available in the **History Department** and **on line**.

By May 15<sup>th</sup> 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 2018 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:**

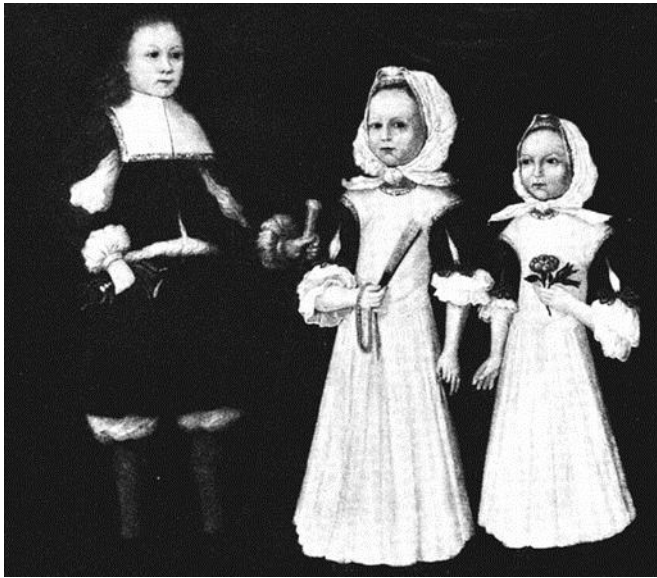
**American**

**European**

**Asian, African, or Latin American**

***That's it!***

## 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, *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 “adulthoodification.” 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. **Linked with PS 260-51. TR 9:30 am — 10:45 am.**

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

## 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.

North Korea. Global refugee crisis. Climate change. Brexit. “But, Mr Burkle, I’ve never even heard of Brexit.”



McDonald's restaurant in Beijing, China

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

World Geography class will help prepare you when that global knock comes to your door. In **HS-271 World**

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



Fukushima nuclear plant post-earthquake,

My hope for all new World Geography students is that you find this course interesting, that it gives you a greater understanding of the world around you and the many ways that we are all connected and, finally, that it awakens a sense of curiosity about the world and encourages you to be a global citizen, interested and invested in the success of the whole world. **Meets TR 12:30-1:45pm.**



## East Asia: Playing Jenga with North Korea?

By Roger Purdy

For nearly 70 years, since the end of the Pacific War in 1945, East Asia has been fairly predictable. While some of the economies grew, the region seemed peaceful and stable. All this has changed. This summer saw a war of words between the leaders of North Korea and the United States not heard since the days of Cold War. Is a North Korea-US war likely? The tensions in North Korea have also given strength to the Japanese prime minister's call to amend Japan's "peace constitution" and become a "normal nation." Are the Japanese willing to give up their "peace constitution"? Does the US and the world gain from such a move? Meanwhile, South Korea sacked its old president and installed a new one who is more amenable to talking to North Korea. Would a "Sunshine Policy.2" be more successful than the one attempted less than two decades ago? And what about the People's Republic of China? How long can it tolerate North Korea's behavior? Or is it just waiting for the right time to take charge? Like playing Jenga, move the wrong block and everything can come crashing down.



"Contemporary East Asia" **HS281** puts current events in historical context. Beginning with the Pacific War, the last time the East Asia Jenga tower fell, the course follows the reconstruction of China, Japan, and the Koreas, their economic successes and setbacks, their political change—both peaceful and violent—and the way this region of the world now impacts the globe. (**HS281 counts as a EGC course for the Integrative Core and an R-"International/non-Western" requirement for the Distributive Core.**) **Meets MWF 10:00-10:50am.**

## Supernatural in Western Civilization

By Matthew Zarzeczny

Have you ever wondered if the ghosts, vampires, and witches you see so often in books and on television have any actual historical bases? If so, you are welcome to take one of John Carroll University's most original courses ever offered, a course that will provide you with some of the history behind the supernatural but also so much more—**HS 296-51 *Supernatural in Western Civilization!***



This course is designed to be linked to English 299: Identity and Discourse in the Modern Supernatural and counts as "Examining Human Experience" for the Integrated Core. You will therefore also acquire an appreciation for the literature of the supernatural and how an understanding of this literature deepens our knowledge of Western history. Western Civilization includes not only Europe, but also places colonized by Europeans, including, for example, North America.

Through a combination of documentary films, readings of primary and secondary sources, in-class discussions, a field trip to an allegedly haunted location, and numerous other assignments, including essays and presentations, we shall seek to understand why fears of paranormal and crypto-zoological beings have been so pervasive in Western culture. These fears have resulted in widespread persecution, execution, and exorcism of thousands of men, women, children, and even animals, while also having a profound influence on Western culture. Over fifteen weeks, we hope to better understand these beliefs and their influence on Western Civilization! **Linked with EN 299A-51; meets TR 5:00 – 6:15pm.**

*The past cannot be changed. The future is yet in your power.*

Mary Pickford  
www.brainyquote.com

## Will Japan Have to Face Godzilla Again?



By Roger Purdy

Throughout its history Japan has risen up only to be racked by disasters: earthquakes, tsunami, 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 2011 trifecta of earthquake, tsunami, and nuclear meltdown, **HS297 "Crisis in Modern Japan"** looks at the history of Japan since the mid-19<sup>th</sup> 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. **(HS297 II/R in the old Core and is a linked course in the new integrated Core. It is linked with SC250 "Japanese Society." Students must enroll in both courses.) Meets MWF 1:00-1:50pm.**

## Power & Identity in the Roman Republic

By Gwen Compton-Engle

**HS 302-51** will examine what it meant to be Roman in the last centuries of the Roman Republic (2nd-1st centuries BCE), as Roman power expanded to encompass most of the Mediterranean. We will first examine social structures within Roman society and the power relationships embedded within those structures; we will then look outward to the people beyond Rome itself, considering their position in Roman political structures and their contributions to Roman culture; and finally, we will focus on a particular moment of crisis in Roman power and identity: the civil war between Octavian, Antony, and Cleopatra. The course will be interdisciplinary, integrating sources including historical documents (e.g. funerary inscriptions, citizenship decrees), literary documents (e.g. Roman speeches, poems, and biographies), artistic representations (e.g. coins, statues, buildings) and religious material (e.g. prayers, rituals). **Meets EGC and D/II requirements. Meets TR 2:00-3:15.**




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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

## Spring 2018 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	10:00 am-10:50 am	Gallo	EN 120, EN 121 or EN 125 or HP 101		3
HS 202-52	II/R, EGC	World Civilization 1500 to present	MWF	11:00 am-11:50 am	Gallo	EN 120, EN 121 or EN 125 or HP 101		3
HS 212-51	II	United States History since 1877	T R	9:30 am- 10:45 am	Kilbride			3
HS 212-52	II, Link	United States History since 1877	T R	11:00 am-12:15 pm	McAndrew	EN 120, EN 121 or EN 125 or HP 101	<b>COREQ: CO 220— 51</b>	3
HS 229-51	II/S/HUM	The Cold War	T R	9:30 am- 10:45 am	Berg			3
HS 236-51	II/D, ISJ	Native American History	T R	12:30 pm - 1:45 pm	Hessinger			3
HS 245-51	II/D, EGC	U.S. Foreign Relations	T R	12:30pm—1:45 pm	Kilbride	EN 125 or equivalent		3
HS 245-52	II/D, EGC	U.S. Foreign Relations	T R	2:00 pm—3:15pm	Kilbride	EN 125 or equivalent		3
HS 257-51	II	U.S. Military History	T R	3:30 pm—4:45 pm	Vourlojanis			
HS 260-51	Link	Childhood in America	T R	9:30 am-10:45 am	Hessinger		<b>COREQ:PS 260-51</b>	3
HS 271-51		World Geography	T R	12:30 pm– 1:45 pm	Burkle			3
HS 281-51	II/R/EGC	Contemporary East Asia	MWF	10:00 am– 10:50	Purdy	EN 125 or equivalent		3
HS 296-51	Link	Sp. Topic: Supernatural in Western Civilization	T R	5:00 pm—6:15 am	Zarzeczny		<b>COREQ:EN 299A-51</b>	3
HS 297-51	II	Sp. Topic: Japan in Crisis	MWF	1:00 pm-1:50 pm	Purdy	EN 120, EN 121 or EN 125 or HP 101	<b>COREQ: SC 253-51</b>	3
HS 302-51	EGC	Power & Identity in the Roman Republic	T R	2:00 pm—3:15 pm	Compton-Engle	EN 125 or equivalent		3
HS 305-51	II/CS	Rome: City of Emperors, Popes & Saints	W	5:00 pm-7:00 pm	Murphy	<b>Class requires travel to Rome, Italy over Spring Break</b>		3
HS 326-51	II/S/HUM	20TH Century Europe	T R	11:00 am-12:15 pm	Krukones			3
HS 336-51	II/S/ISJ	The Holocaust	T R	2:00 pm—3:15 pm	Berg			3
HS 397A-51	II/D or R EGC, CS, GEND	Women and the Catholic Church	MWF	9:00 am—9:50 am	Marsilli			3
HS 397B-51	II/R/EGC	Japan Study Tour	MW	3:30 pm-4:45 pm	Purdy	<b>Spring Break Trip to Japan</b>		3
HS 414-51	CS	The Catholic Experience	MW	3:30 pm-4:45 pm	Murphy			3
HS 417-51	S	French Revolution & Napoleon	MWF	9:00 am—9:50 am	Kugler			3
HS 432-51		American Revolutionary Era	MWF	1:00 pm—1:50 pm	Gallo			3

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HS 212-51	II	United States History since 1877	T R	9:30 am- 10:45 am	Kilbride			3
HS 212-52	II, Link	United States History since 1877	T R	11:00 am-12:15 pm	McAndrew	EN 120, EN 121 or EN 125 or HP 101	<b>COREQ: CO 220— 51</b>	3
HS 229-51	II/S/HUM	The Cold War	T R	9:30 am- 10:45 am	Berg			3
HS 236-51	II/D, ISJ	Native American History	T R	12:30 pm - 1:45 pm	Hessinger			3
HS 245-51	II/D, EGC	U.S. Foreign Relations	T R	12:30pm—1:45 pm	Kilbride	EN 125 or equivalent		3
HS 245-52	II/D, EGC	U.S. Foreign Relations	T R	2:00 pm—3:15pm	Kilbride	EN 125 or equivalent		3
HS 257-51	II	U.S. Military History	T R	3:30 pm—4:45 pm	Vourlojanis			
HS 260-51	Link	Childhood in America	T R	9:30 am-10:45 am	Hessinger		<b>COREQ:PS 260-51</b>	3
HS 271-51		World Geography	T R	12:30 pm– 1:45 pm	Burkle			3
HS 281-51	II/R/EGC	Contemporary East Asia	MWF	10:00 am– 10:50	Purdy	EN 125 or equivalent		3
HS 296-51	Link	Sp. Topic: Supernatural in Western Civilization	T R	5:00 pm—6:15 am	Zarzeczny		<b>COREQ:EN 299A-51</b>	3
HS 297-51	II	Sp. Topic: Japan in Crisis	MWF	1:00 pm-1:50 pm	Purdy	EN 120, EN 121 or EN 125 or HP 101	<b>COREQ: SC 253-51</b>	3
HS 302-51	EGC	Power & Identity in the Roman Republic	T R	2:00 pm—3:15 pm	Compton-Engle	EN 125 or equivalent		3
HS 305-51	II/CS	Rome: City of Emperors, Popes & Saints	W	5:00 pm-7:00 pm	Murphy	<b>Class requires travel to Rome, Italy over Spring Break</b>		3
HS 326-51	II/S/HUM	20TH Century Europe	T R	11:00 am-12:15 pm	Krukones			3
HS 336-51	II/S/ISJ	The Holocaust	T R	2:00 pm—3:15 pm	Berg			3
HS 397A-51	II/D or R EGC, CS, GEND	Women and the Catholic Church	MWF	9:00 am—9:50 am	Marsilli			3
HS 397B-51	II/R/EGC	Japan Study Tour	MW	3:30 pm-4:45 pm	Purdy	<b>Spring Break Trip to Japan</b>		3
HS 414-51	CS	The Catholic Experience	MW	3:30 pm-4:45 pm	Murphy			3
HS 417-51	S	French Revolution & Napoleon	MWF	9:00 am—9:50 am	Kugler			3
HS 432-51		American Revolutionary Era	MWF	1:00 pm—1:50 pm	Gallo			3

## Pack Your Bags!

By Paul V. Murphy

**HS 305, Rome: City of Emperors, Popes and Saints**, Have you ever wanted to see the ruins of the ancient Empire or the art and architecture of the Renaissance? If you are one of the lucky ones to sign up for **HS 305, Rome: City of Emperors, Popes, and Saints**, you'll be able to sit in a café on a piazza that has been a gathering place for saints, artists, and revolutionaries more than two millennia, and earn credit towards graduation at the same time. The major portion of the course will take place during spring break, **March 1, 2018—March 10, 2018**. **Permission from the Chair of the Department is needed to enroll in this course.**

**HS 305 is a CS and qualifies for II/S in the Core Curriculum and meets W 5:00-7:40. This course is also listed as a Catholic Studies course.**



***Whatever you are, be a good one.***

Abraham Lincoln

## Will Europe Run the 21st Century?



By Jim Krukones

One might not think so, given its current state of affairs. But Europe has come a mighty long way in just the last hundred years. For much of the 20<sup>th</sup> century, it was plagued by nationalist rivalry and global warfare. It was hard hit by the Great Depression and got caught up in the rise and fall of fascism and Soviet Communism. It was the stage for several early Cold War conflicts and was challenged by Third World peoples whom it had long held in its imperialist grip. Yet it went on to achieve unprecedented prosperity and economic integration, aided in part by the “fall of the Wall” in the early 1990s. Moreover, the nations of the continent have sought to forge a common identity, free from superpower interference, through the European Union (although, admittedly, the jury is still out on that one). In short, any predictions as to Europe’s future role in the world need to be informed by an appreciation of its recent history. That fascinating saga, featuring a large cast of colorful characters, is recounted in **HS 326, 20<sup>th</sup>-Century Europe**. **The course comes with your pick of bonuses: in the outgoing Distributive Core Curriculum it can be applied to a Division II requirement, and it carries an “S” (International/Western) designation; in the new Integrative Core Curriculum, it counts as a Humanities course. Meets TR 11:00—12:15pm.**

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

**Socrates**

## The Holocaust



By Matt Berg

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

*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.*

## Women and the Catholic Church in the New World

By Maria Marsilli

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

Some women found in the new faith and its institutions spiritual and material refuge. Churches, parishes, and nunneries turned for them into places to learn, grow, and find spiritual, social, and intellectual fulfillment. A good example: Sor Juana, the Mexican nun recognized as one of the voices of the Spanish Golden Age (pictured at work below). Others were beatified and even canonized (take, for instance, Kateri



Tekakwitha, the Algonquin–Mohawk saint). Some were not as fortunate. Under Spanish colonization, many women were persecuted as witches for practicing their native religion, tortured, and burned at the stake.

This class pays attention to both sides of the coin. It tells the story of how women both benefit from and adapted to a formidable spiritual force to gain recognition and a safe place in an abusive male-controlled society. It also focuses on those less fortunate who paid with their lives for their need to stay true to themselves. **HS 397A fulfills History Major/ Minor, EGC, II, R or D, CS, GEND credits. Oh...it also kills “old core” and graduate (after some extra activities) credits . Meets, MWF 9:00-9:50am.**

## Japan Study Tour



By Roger Purdy

Stop being an arm-chair tourist. **HS397B, "Japan Study Tour"** (team-taught with IC399) will show you first hand the people and the culture of Japan. During the first half of Spring semester the course will provide you with the insight and background to fully experience Japan. The trip includes the cities of Tokyo, Kyoto and Hiroshima with plans to see kabuki theater, explore the Akihabara electronics town, and visit serene temples and shrines like the Golden Pavilion and Meiji Shrine, and join in remembering the atomic bomb at Hiroshima. No language or previous courses on Japan are required. The course counts as both the EGC requirement for the Integrated Core and the R-International/non-West for the Distributive Core. Tour dates are Spring Break 2018, March 1 to March 11 and the cost, \$3,000, covers airfare, lodgings and most meals and local transportation. A \$300 non-refundable required and "instructor's permission." (For more details on the tour see Keiko Nakano (CMLC) [nkanano@jcu.edu](mailto:nkanano@jcu.edu) or R.W. Purdy (HS) [rpurdy@jcu.edu](mailto:rpurdy@jcu.edu).) **Qualifies for EGC in the New Core. Meets MW 3:30-4:45pm. Need permission of the Instructor to enroll in this class.**

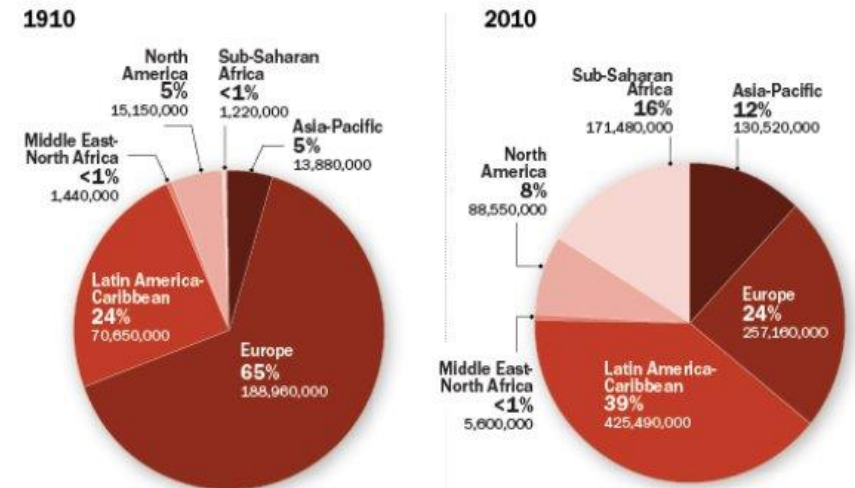
## The Catholic Experience

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 MW 3:30-4:45 pm. This course is also listed as a Catholic Studies course.**

### Regional Distribution of Catholics, 1910 and 2010

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



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**

## LET THEM EAT CAKE



Marie Antoinette's last-ditch effort to save her head.

Did Marie Antoinette really say that? If she didn't, why would people believe she had? In **HS 417**, The French Revolution and Napoleon, we will examine the potent class tensions, royal weaknesses, Enlightenment ideas, and economic crises that led to the historical cataclysm known as the French Revolution. When the Revolution began, nobody planned to execute Marie Antoinette. This course will proceed from the fall of the Old Regime in 1789 to explore the subsequent and even more radical phases of the Revolution, from the formation of the French Republic and the debate over universal human rights (including—gasp—for women!), through the savage period of the Terror and subsequent reaction in the Directory. Finally, we will look at the impact on France and the rest of Europe of an egomaniacal and extraordinarily talented Corsican general who rose out of the disillusionment of the Directory to rule a vast French Empire. Whether he furthered or destroyed the Revolution is for you to decide! **Meets MWF 9:00—9:50am.**

## HS 432: American Revolutionary Era



By Marcus Gallo

**HS 432: American Revolutionary Era** examines the history of the birth of the United States, from the aftermath of the Seven Years' War to the conclusion of the War of 1812. At this time, ordinary Americans struggled to define the meaning of revolutionary watchwords like "independence" and "freedom" in their every day lives. Paying close attention to primary sources and recent scholarship, we will focus on the conflicting interests in the newborn nation, as winners and losers emerged out of a variety of backgrounds and struggled to shape American policy to benefit themselves. **Meets MWF 1:00-1:50pm.**

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

## 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 21<sup>st</sup> 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, Matt Berg, for a complete list of possible internships that are available.

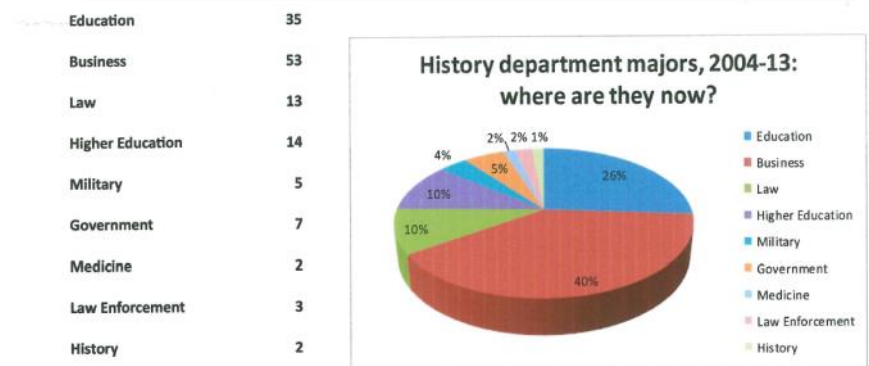
**\* Internships can range from 1-6 credits**

## HISTORY MAJORS: WHERE ARE THEY NOW



**Gillian Steiger, JCU '11. Research Attorney, Alkermes, Plc.**

I do work in a non-traditional field for history majors. I am currently working as Corporate Counsel for Alkermes Plc in Waltham, MA. I support Alkermes' Research and Development Department, Medical Affairs and Regulatory/ Compliance. My main focus is negotiating clinical trial agreements, master services agreements and vendor agreements with various physicians and research hospitals for pharmaceuticals in the Phase 3 clinical trial stage. I also assist our R&D Department with obtaining FDA approval for pharmaceuticals that pass Phase 3 stages. We currently market several pharmaceuticals for the treatment of cancer, schizophrenia, major depressive disorder and alcohol/opioid dependence. Our Vivitrol product is an injectable that helps to prevent heroin addicts from relapsing. With the opioid epidemic, our focus is shifting to our Vivitrol product. Prior to joining Alkermes, I worked as a legal consultant for Organogenesis Inc. -- a biotechnology company that sold living cell wound-care products for the treatment of diabetic and venous foot ulcers, and also as a trial attorney on Cleveland's west side. The shift into the biotech and pharma industry came as a result of wanting to do something more meaningful and creative with my law degree.



**MOIRA KELLEY, JCU'15**

After graduating with a BA in History from John Carroll in 2015 I began pursuing a Masters in Humanities from JCU. I will be graduating this December. My career goals are to work in the museum and archival fields preferably in Washington, D.C. I am currently searching for opportunities across the country in the museum, education (particularly boarding school locations), and historical society fields. As a graduate student I have been able to take a multitude of courses across the humanities realm, particularly in history, political science, and sociology, and I have found that opportunity to be very intellectually beneficial.



I was also fortunate to be able to spend more time on my career search and the broadening of my goals, instead of rushing into any opportunities immediately upon my undergraduate graduation. In my opinion, that was a huge stress reliever and I have spoken to many of my fellow classmates who chose the graduate school path, and they seem to share in that opinion. Although graduate school might not sound appealing to all history majors, I have found it to be a great way to grow as a student and individual, as well as embrace the opportunity to really consider all aspects of a career in history -- something I knew I wanted to study from the time I was 12 years old.

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You should never give up your inner self.  
[http://www.brainyquote.com/clint\\_eastwood](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](http://sites.jcu.edu/history), talk to a faculty member, or contact the Chair, Matt Berg at [mberg@jcu.edu](mailto:mberg@jcu.edu).

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



## 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 2018

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