

Department of History “All the classes that’re fit to take”

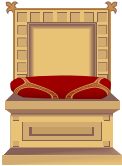
The Historical Inquirer

Summer/Fall 2019 Course Offerings

From the Chair

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

by Matt Berg



As you plan your fall schedule, we ask you to consider what the History Department can offer you. Majors are aware of our rich offerings – and with the return of Professors Malia McAndrew, Maria Marsilli, and Marcus Gallo from sabbatical, our department lineup will be back to full strength. For those who are neither majoring nor minoring in History, we invite you to consider how his-

torical perspectives can inform your work in range of other chosen majors, whether you are in Boler or in STEM fields. Our courses provide political, social, economic, and cultural context that will help inform your work more broadly. We also work with our friends in the Humanities and Social Sciences to form meaningful double major and major/minor combinations.

We are excited to bring around courses that have been in our rotation, but have not been on the books for a couple of years. At the introductory level these options include: **African History through Autobiography**, **History of Medicine in America**; and **Introduction to Women in the Contemporary World**. At the upper level, you can choose from courses that include: **Race & Gender in Latin America**; **Medieval Europe**; **U.S. Constitutional History**; and **Genocide & War Crimes**. We also will offer tried-and-true options such as **Saints and Scoundrels**, **Vietnam War**, **U.S. Foreign Relations**, and part one of the **U.S. and World History surveys**. All of the 200 level our 300 level courses carry a Core designation, so you will be able to fulfill ISJ, EGC, Linked, and/or HUM distribution requirements through our offerings.

The History major is a very manageable course of study that is easy to complete in four years with another major or minor(s). It is just 39 credits (13 3-credit hour classes). The minor is less than half that. Since you have probably already have taken or will take at least one History class for the core curriculum, it is not hard to complete the minor. History at JCU is not taught like it is in most high schools, where the emphasis is so frequently on memorizing names and dates. In our classes you will wrestle with interpreting primary sources, engage in discussion and debate and, most important, hone

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your skills in critical thinking, writing, and public speaking. You will learn skills that are transferrable to any number of careers, as the experiences of History Department alumni demonstrate. Check out the bulletin board on the south side of the hallway outside the Department, in the main AD B-Wing corridor, to see what some of our alumni have been up to over the years.

History majors and minors (and prospective majors and minors) will be pleased that the Department works closely with the Center for Career Services and other departments in the Humanities to develop meaningful professional development opportunities throughout the academic year. 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 in professional development opportunities, and to think about pursuing internships and fellowships in NE Ohio, in the U.S., and even abroad. You can even arrange to earn 3 credit hours for an internship under appropriate circumstances; some are purely voluntary, others are compensated. Whichever you choose you will find a range of interesting opportunities that are important for vocational discernment.** See the posters around the History Department, visit <http://sites.jcu.edu/history/pages/internships/>, or visit me at mberg@jcu.edu, or most afternoons at my office, AD B261.

We encourage eligible students to apply for the Department’s **Kerner Scholarships**, which are geared towards second semester juniors, but all rising history majors – and prospective majors – should be aware of them. **The Department offers scholarships each worth \$4,200 to up to two outstanding majors during the course of their senior year. You need to apply in the spring semester of your junior year.** The applications are available at <http://webmedia.jcu.edu/history/files/2019/01/Kerner-Application-SP19.pdf> and also outside of the office of the Administrative Assistant.

Finally, we encourage all majors, from newly declared second semester sophomores to graduating seniors, to attend our first annual History Majors and Alumni Banquet on **April 25th**. (See info in this brochure.) It’ll be a fine time to celebrate community with other students and History faculty, and to network with alums. We will also acknowledge our new Kerner scholars and senior award recipients that evening.

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 REQUIREMENTS

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

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

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

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

MINOR REQUIREMENTS

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 Asia, African or Latin America.

I Want YOU for HS 212! HS 212-52: History of the U.S. Since 1877

By Michael Bowen

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. **This online course will be taught in Summer 2019.**



for HS 212

MAN + SEED = CIVILIZATION



By Roger Purdy

Given the risk involved, the ancient Sumerians who learned how to separate land from water and plant crops on the reclaimed land could have easily failed at agriculture and starved to death leaving their hunter-gatherer cousins to pick at their bones. But, their crops did grow and civilization began. After the development of agriculture class structures, moral codes, writing, art and architecture, the rise of cities and empires soon followed. And, as more civilizations rose, they confronted each other, which lead to trade and war, migration and invasion, commerce and xenophobia. **HS201, *World Civilizations to 1500*** explores the ingenuity and endurance of humans from their first walk across volcanic ash field in Tanzania over 2.5 million years ago to trans-oceanic voyages in the fifteenth century to new lands and riches. Using the art, literature, and other records of these ancient civilizations *World Civilization* explores the rise and fall of civilizations and their resurrection on the ashes of the fallen. (HS201 *World Civilization* counts as an Engaging the Global Community (EGC) course for the Integrative Core.) **Section 51 of this course is offered TR 9:30am—10:45am; Section 52 of this course is offered TR 11:00am—12:15pm.**

Before the Internet, But After the Dinosaurs: The History of the United States to 1877



By Marcus Gallo

Did Pocahontas actually fall in love with John Smith? Was the Boston Massacre a massacre? What really caused the Civil War? To find out, take **HS 211: *History of the United States to 1877!*** Thematically, this class will put particular emphasis on how race, ethnicity, class, and gender influenced early American society. Among other high- and low-lights, this period of American history witnessed continental pandemics and massive ecological and demographic transformations; the creation of racial ideology and race-based slavery; the advent of the first truly global war (the Seven Years' War, known in North America as the French and Indian War, 1754-1763), as well as two bloody domestic wars (the American Revolutionary War, 1775-1783, and the Civil War, 1861-1865); the imperial conquest of a continent; multiple redefinitions of the roles of men and women as members of the family and society; the spread of religious evangelism; and the birth of industrialization, mass communication and mechanized transport infrastructure. The thread that runs throughout all of these topics is inequality, a concept that is central to those wishing to understand social justice. With a focus on analyzing primary sources through class discussions and short papers, this class will give you a great introduction to the origins of the country that ultimately became the America of today. This class meets the core requirement for ISJ: Issues in Social Justice. **Section 51 of this course is offered MWF at 11:00am—11:50pm; Section 52 of this course is offered MWF 12:00pm—12:50pm.**

Saints and Scoundrels

By Paul V. Murphy

HS 218, Saints and Scoundrels, will examine the Society of Jesus, one of the most prominent, notorious, talented, and despised groups in the modern world. We will seek to clarify the historical and cultural significance of the Society of Jesus, the largest religious order in the Catholic Church. This will include study of their founder, Ignatius of Loyola, their place in the world of Renaissance and Reformation learning and culture, the works of the Jesuits in Asia and Latin America during the period of European expansion from the sixteenth to the eighteenth centuries, the roles played by the Jesuits during the Enlightenment and French Revolution, the suppression of the Society of Jesus in the eighteenth century, the place of the Society in the modern world, particularly their reaction to Liberalism in Western society and their role in the Catholic Church since the Second Vatican Council (1962-1965). Class meets: **TR from 3:30pm—4:45pm and qualifies ISJ in the New Core.**



15th Century England

By: Jack Patton

England is often looked upon as an almost perfect example of political stability, but it was not always so. Between 1399 and 1485, the crown of England changed hands violently six times, three kings were murdered, and another killed in battle. There were another dozen plots to overthrow the king. Altogether the period known as the Wars of the Roses produced enough skullduggery to inspire William Shakespeare in the late 16th century to write eight history plays covering the period. In the late 20th century, the Wars of Roses were part of George R R Martin's inspiration for creating the Game of Thrones novels and T V series. HS 221 15th Century England: England's Game of Thrones provides an in depth look at this period and offers an opportunity to trace the mutation of the original accounts into legend and literature. The course is **linked to EN 221 The History Plays Shakespeare's Game of Thrones. HS 221 is offered TR 3:30pm—4:45pm.**



Richard III, the subject of one Shakespeare's most often produced plays, whose skeleton was found under a parking lot in 2012

Medicine in the USA



By Michael 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, Medicine in 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. It is a freshman-level offering, but is open to all years and majors. **This course is offered Tuesday evenings from 6:30pm—9:15pm** and in the core curriculum this class satisfies ISJ designation.

Swooning, Tears, and Shouts of Hallelujah!



By Rodney Hessinger

These were the familiar scenes of religious revival during the so-called First and Second Great Awakenings in American History (happening in waves between 1730 and 1850).

Linked with a TRS course entitled “Religious Enthusiasm in Modern America,” **HS 240 Spiritual Awakenings in Early America** will seek to explain the dynamic of revivalism in America. Why were people drawn to new and innovative groups like the Mormons? Why did evangelical preachers often invite sexual scandal? What influence has the evangelical mindset had on America’s social and political development? These and other questions will be the focus of this course. **This course is offered TR 11:00am—12:15pm.**

Intro to Women in the Contemporary World



by Malia McAndrew

This new course examines twentieth-century women's history from a global perspective. Students in this course will examine the past and current struggles faced by women in a diverse range of national contexts. In particular **HS 242, *Intro to Women in Contemporary World*** will focus on the experience of womanhood in Africa, Asia and the Americas. A discussion of several global themes will inform of discussion of women's shared history. These include: (1) The significance of gender, the body, and sexuality in women's lives, (2) women's political activism and involvement in social movements and (3) the intersections of race, ethnicity, class, age, and ability upon the experience of womanhood. It is thus the goal of this course to explore the many commonalities that women share, as well as to investigate the enormous diversity present in what has been like to be a woman in the modern world. **Class meets MWF 12:00-12:50 pm. This course is Linked with SC 115: Masculinities.**

U.S. Foreign Relations



By: Daniel 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. **This class counts as EGC (Engaging the Global Community). This course is offered TR 8:00a.m.—9:15a.m.**

WHERE THE DOMINO FELL

Finally, you have broader considerations that might follow what you would call the "falling domino" principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.

By: George Vourlojianis

President Eisenhower introducing the domino theory, that if South Vietnam fell to communism, the rest of Southeast Asia would soon follow. Press Conference, April 7, 1954.

Believing in the veracity of the domino theory the United States became immersed in a quagmire and ultimately a national embarrassment that became the Vietnam War. A war that the United States and its allies lost. When studying the war in Vietnam there is a central question that begs an answer. How did the United States win every major battle in and over Vietnam and yet lose the war? **HS 265 – Vietnam War** will provide you with the tools necessary to answer that question. The war from American, North Vietnamese and South Vietnamese perspectives is studied. The topics discussed include Vietnamese history, American involvement, the Ia Drang Valley, attrition warfare, search and destroy, the Viet Cong, Operation ROLLING THUNDER, TET Offensive, the anti-war movement (to include a visit to the Kent State May 4th Memorial), the People's Army of Vietnam, the South Vietnamese Army, My Lai massacre, the Paris Peace Accords, Vietnamization, Operation LAM SON 719, the fall of Saigon and Operation FREQUENT WIND. There will be guest lectures by those who fought the war and those who fought against it. The course qualifies for a HUMANITIES designation. The class meets on **T and R, 11:00 a.m. to 12:15 p.m.**



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 11th. Applications are available in the **History Department** and **on line**.

By April 25^h 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 2019 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:

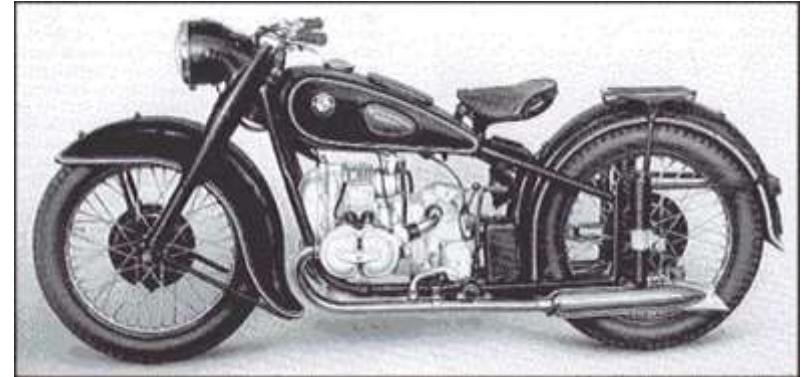
American

European

Asian, African, or Latin American

That's it!

Travelling around Latin America in Your Motorcycle



By: María N. Marsilli

Ever wondered if you can study history while travelling around in your motorcycle, sleeping in low-to-awful accommodations, and chatting with the poor, common people? Well, we say that yes, you can. Or at least, 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, raffle, and joined Fidel Castro in Cuba.

HS 272, Introduction to Latin American History and Culture invites you to follow this trip using the young rebel's *Motorcycle Diaries*. Along with it, movies and documentaries will help us explore gender issues, military dictatorships, US intervention, and Human Rights violations. The basic idea is to understand how text and context interplay in our understanding of the Humanities and how one feeds the other.

This is a fun and relaxing class, an intro for those who know little about Latin America and would love to know more. It also fills the New Core's HUM Distribution requirement, History major/minor. **Section 51 of this course is offered MW from 3:30pm—4:45pm.**

Ohhh...Just Think About What Tons of Paper and Some Ink Can Accomplish...

By: María N. Marsilli

The moment Spanish soldiers set foot in the New World, they started writing about it. They described, imagined, embellished, distorted whatever/ whoever they encountered, friend or foe. Later, when the Spanish crown took control, its bureaucracy literally ran the world's biggest empire on paper and ink. The communication between Spain (and, by extension Europe) and the world they dreamed to control is **HS 277, *The Empire of Paper's*** backbone. This is a brand new class, linked to Dr. McBratney's *EN299D "Literature of the British Empire,"* which explores the way Spaniards encountered, crafted, and dreamed to control native peoples and their environment



(nowadays Latin America and the Philippines, to 1800). It

also guides us through the ways people subject to their power managed to write back, tell their own version of the events, and coin a self-identity against all odds. Set in an epic power struggle between two worlds, this class explores the abyss between reality and narrative, and the fascinating bridge that links them both and shape how we understand others still today. **The course meets MWF 12:00-12:50 pm.**



EAST ASIA: CONFRONTATION, DESTRUCTION AND REBIRTH

By: Roger Purdy

In the mid-19th century Western intrusion upset the stable Sinitic world of East Asia. The next century witnessed wars, revolutions, and a constant struggle for national identity as once dominant cultures failed and smaller cultures emerged as dominant. **HS280 *Modern East Asia*** examines the dynamics of China, Japan and Korea 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 the issues that shape East Asia and the world today: China's return to global prominence and its ban on Winnie-the-Pooh; Japan's ambivalence toward its military role and the reinvention of its economy based on "national coolness"; and the future of a divided Korea and the unpredicted Trump-Kim bromance. **This course is offered TR 3:30pm—4:45pm. This course carries the EGC designation for the Core.**



An Insider's View



By: Malia McAndrew

Too often the history of Africa has been told from the point of view of outsiders, be they slave traders, missionaries, travelers, colonial authorities, or representatives of non-profit aide organizations. **HS 285, *African History Through Autobiography***, will introduce students to African history through life stories told by Africans themselves. What did the slave Olaudah Equiano expect would happen to him as he was transported across the Atlantic? How did the political leader Nelson Mandela feel he could help to end apartheid from his prison cell on Robben Island? What did the young Muslim girl Fatima Mernissi think about her mother's choice to break with Moroccan tradition and leave the family harem? We will analyze a range of autobiographical texts, including diaries, journals, letters, and memoirs, to answer these questions, as well as many others. Over the course of the term, students will explore both the limitations and strengths of the autobiographical genre as we study the lives of both ordinary people and national figures. In addition to exploring individual narratives, this course will also familiarize students with the major developments, institutions, and events that have shaped the African past from the 16th century to the present. **Section 51 meets MWF at 9:00am –9:50am; Section 52 meets MWF 10:00am-10:50 pm. This course carries the ISJ designation for the Core.**

Gettysburg Tour

Fix Bayonets!

Advance in Line of Battle!

At the Double Quick! Forward!



By: George Vourlojianis

Upon receiving orders on the third day of the Battle of Gettysburg to move his brigade into position to attack federal positions on Cemetery Ridge, Confederate Brigadier General Richard Garnett remarked to a subordinate, "This is a desperate thing to attempt." Soon thereafter, Garnett ordered his men to attack. Twenty yards from the federal defenses, as he waved his hat urging his men forward a musket ball struck and killed him. The day did not go well for Richard Garnett, nor for Robert E. Lee and the Army of Northern Virginia. Since those three 1863 July days, students of the Civil War have pondered over and debated the question, "How did Lee's seemingly invincible Army of Northern Virginia lose the Battle of Gettysburg?" We will ask and answer the question, "How did George Meade and the Army of the Potomac win the Battle of Gettysburg?" From **September 13 – 15, 2019** we will be travelling to southeastern Pennsylvania to find the answer to these questions. Along the way, you will learn how to interpret a nineteenth century battlefield and view how soldiers on both sides lived and fought. Time will also be spent examining the lives of common soldiers and the officers that led them to a sleepy German farming community called Gettysburg. There is an additional \$225 fee for lodging, park fees and transportation. Before you can register for **HS 295 A, Gettysburg Battlefield Trip** you must first get permission from the instructor (Dr. Vourlojianis) and the history department chair (Dr. Berg). For more information contact Dr. Vourlojianis at gvourlojianis@jcu.edu or call and leave a message at (216) 397-4579. So draw extra ammunition and rations, fill your canteens and mark your calendars! **ENLIST TODAY!**

History Boot Camp



By: Marcus Gallo

HS 300: Historical Methods introduces students to historical research methods and familiarizes them with the tools and techniques that professional historians use to study the past – consider it boot camp for history majors! In this class you will learn how to become a better researcher, how to become a better writer, and how to develop historical habits of mind. You will be introduced to the concept of historiography and you will learn how to conduct research, how to assess primary documents, how to judge conflicting interpretations about the past, and how to create a polished piece of historical scholarship. If you've ever thought about pursuing a career as an archivist, librarian, professor, academic researcher, or another history-related field, consider this course a primer for developing the proficiencies needed to succeed in your professional life. **Class meets MF from 2:00pm—3:15pm.**

Whatever you are, be a good one.

Abraham Lincoln

Fall 2019 Course Offerings

Course No./ Section	Core Code	Course Title	Days
HS 201-51	EGC	World Civilization to 1500	T R
HS 201-52	EGC	World Civilization to 1500	T R
HS 211-51	ISJ	History of the U.S. to 1877	MWF
HS 211-52	ISJ	History of the U.S. to 1877	MWF
HS 218-51	ISJ	Saints & Scoundrels: Jesuits From Renaissance to Revolution	T R
HS 221-51	Link	15th Century London	T R
HS 237-51	ISJ	History of Medicine in America	T
HS 240-51	Link	Spiritual Awakenings in America	T R
HS 242-51	Link	Into to Women in the Contemporary World	MWF
HS 245-51	EGC	U.S. Foreign Relations	T R
HS 265-51	HUM	Vietnam War	T R
HS 272-51	HUM	Intro to Latin America History & Culture	MW
HS 277-51	LINK	Empire of the Paper	MWF
HS 280-51	EGC	Modern East Asian History	T R
HS 285-51	ISJ	African American History thru Autobiography	MWF
HS 285-52	ISJ	African American History thru Autobiography	MWF
HS 295A		SP TP: Gettysburg Tour	
HS 300-51		Historical Methods	MF
HS 301-51	HUM	Topics in Ancient Greek History	MW
HS 330-51	EGC	Imperialism & Decolonization	T R
HS 340-51	ISJ	Abraham Lincoln	T R
HS 372-51	HUM	Race & Gender in Latin America	MWF
HS 406-51		Medieval Europe	T R
HS 444-51		U.S. Constitutional History	M W
HS 464-51		Genocide and War Crimes	T R
HS 490-51	AW	Senior Seminar	TR
HS 491-51	AW	Senior Thesis	
HS 498-51		Internship	

Fall 2019 Course Offerings

Time	Instructor	Pre-Requisites/	Linked Course	Credit
9:30 am-10:45 am	Purdy	EN 120, EN 121 or EN 125 or HP 101		3
11:00 am—12:15	Purdy	EN 120, EN 121 or EN 125 or HP 101		3
11:00 am-11:50am	Gallo			3
12:00pm—12:50pm	Gallo			3
3:30pm - 4:45pm	Murphy			3
3:30pm—4:45pm	Patton	EN 120, EN 121 or EN 125 or HP 101	COREQ: EN 221-51	3
6:30pm—9:15pm	Bowen			3
11:00am—12:15pm	Hessinger	EN 120, EN 121 or EN 125 or HP 101	COREQ: TRS 332	3
12:00pm—12:50pm	McAndrew		COREQ: SC115.51	3
8:00am - 9:15am	Kilbride			3
11:00am—12:15pm	Vourlojianis			3
3:30pm—4:45pm	Marsilli			3
12:00pm—12:50pm	Marsilli	EN 120, EN 121 or EN 125 or HP 101	COREQ: EN299D	3
3: 30pm—4:45	Purdy			3
9:00 am—9:50am	McAndrew			3
10:00am—10:50am	McAndrew			3
	Vourlojianis			1
2:00pm—3:15pm	Gallo			3
3:30 pm—4:45pm	Ehrhardt			3
9:30am—10:45am	Berg			3
9:30am—10:45am	Kilbride			3
10:00 am—10:50am	Marsilli			3
9:30am—10:45am	Murphy			3
5:00pm—6:15pm	Pawlik			3
2:00pm—3:15pm	Berg			3
12:30pm—1:45pm	Krukones			3
	Berg			
	Berg			

Topics in Ancient Greek History



By: Kristen Ehrhardt

HS 301: Topics in Ancient Greek History. If you had lived in ancient Athens, would you have given slaves a vote? Would you have voted to forget the grievous wrongs of a previous administration? Would you have decided to sentence Socrates to death? In CL/HS 301: Topics in Greek History, you can explore how the Athenians arrived at their own particular form of democratic government and then re-enact it yourself! After an overview of ancient Greek history and culture, the class will turn into the role-playing game, *The Threshold of Democracy*. Here you will have the chance to explore ancient culture from the perspective of an Athenian citizen living at the end of the 5th century BCE, at the conclusion of the Peloponnesian War. The semester will conclude with a postmortem reflection of the game and a comparison of ancient and modern democracies. Join us on the Pnyx! **Meets MW from 3:30pm—4:45pm.**

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

[Socrates](#)

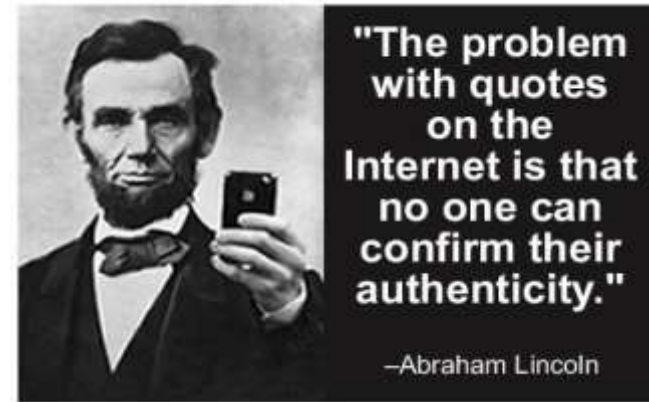
Imperialism and Decolonization

By: Matt Berg

The legacy of colonial empires is still apparent across the globe, and lays at the roots of so many conflicts we have seen in recent years. What drove some societies to embrace expansion? How did they justify their goals? What was the experience of living under direct or indirect foreign control for people who wound up being the targets of imperial expansion? This course explores the motivations, assumptions, strategies, and technologies of empire building societies on the one hand – and, on the other, the ways that colonized peoples either resisted foreign domination or accommodated themselves to it, and in some cases embraced it. Students will examine the interconnected yet unequal relationships between colonial and colonized societies between roughly 1800 and 1960. We will pay particular attention directed to the years after World War II when anti-colonial movements began to achieve success. Case studies will focus primarily on Britain and France as examples of colonizers, and India, Algeria, Kenya, and China as colonized societies. **Class meets T R 9:30am—10:45am. This Course carries the EGC designation in the new, integrative Core.**



Abraham Lincoln: Emancipator, Litigator,



By: Daniel 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. **HS 340-51 meets TR from 9:30am—1045am and carries the ISJ designation.**

Race and Gender in Latin America



By: Maria Marsilli

Truly a “melting pot,” Latin America is where peoples of African, European, and native descent have for centuries fought each other, made peace, intermingled, and created new cultures. Men and women of different races, ethnicities, and origins have shaped over time intricate cultures that, while keeping some original elements, also show some new, creative accommodations. HS 372 pays attention to the ways in which these diverse peoples and their children created new realities for themselves in the Americas. Scholars call this process “cultural miscegenation”; common people call it “well, that’s life...” This class explores the multi-dimensional contributions that all these groups have made to Latin America in the social, cultural, political, and intellectual realms; from African slave-run *Quilombos* to *capoeira*, from native religion to Our Lady of Guadalupe, and from the mighty efforts of colonial European settlers to the art created by their millennial descendants. As a Humanities class, we will center on ways to make sense of cultural artifacts (that is, virtually anything!) that can help us understand how these men and women loved, lived and created a different (if not better) society for future generations of Latin Americans. It fills History major/minor, Core H credits. **HS 372-51 meets MWF 10:00am—10:50am.**

Medieval Europe

By: Paul Murphy

This course will introduce students to the history of the Medieval World from ca. 500 to 1500. In **HS 406, Medieval Europe** we will look in particular at those forces that contributed to the growth of characteristic institutions, movements, and mentalities of the Medieval World. These include monasticism, feudal society, scholasticism and the medieval universities, courtly literature, the monarchies of Europe, the Crusades, the papacy, the Byzantine Empire, and attitudes towards women, Jews, and Arabs. Study of these areas of medieval life will include comparison of different regions of Europe including Italy, France, England, Germany, and Spain and their relationships to the broader Mediterranean world. **Class meets TR 9:30am—10:45am.**



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

Conflict Over the Constitution



By: James Pawlik

HS 444, United States Constitutional History, examines key issues in the Constitutional history of the United States. It concentrates on important cases, almost always Supreme Court decisions, with the object of putting the actions of the Court in the context of the times. It examines the interplay of the effect of social, economic, political, and cultural developments on Court decisions, and the effect of those decisions on the way Americans lead their lives.

You may expect lecture and discussion, a variety of readings, take home exams and work with documents. Students who have gone on to law school have said that the course is good preparation, but others who have never cracked a law book have also said that it helped them become aware of the importance of the judiciary in the formation of American public policy. **Class meets MW 5:00pm—6:15pm.**

“One Step Forward . . . Two Steps Back?”



By: Matt Berg

The 20th century can be thought of as an age of great technological expansion and dramatic increases of standards of living in much of the world. Nonetheless, it has been marred by more killing, violence, and inhumanity than any other period in human history. **HS 464, Genocide and War Crimes**, will introduce students to classic and recent works in the concepts of human rights and genocide through a series of case studies that include the Armenian experience during WW I, the Holocaust, Cambodia, Rwanda, and the former Yugoslavia. The course is not for the squeamish, yet promises to be challenging and rewarding for those interested in issues of war, peace, and social justice. **This course meets TR 9:30-10:45 am.**

For a History Major, This Course is Unmissable!

By: Jim Krukones

Or, if you prefer, unavoidable. HS 490 (Senior Seminar) is the capstone experience for History majors, a chance to “put it all together” or, as the official course description has it, “demonstrate historical skills through common readings, class discussion, and written assignments.” This coming fall the Senior Seminar might be entitled “History, State and Society.” The class will have a dual focus. For one thing, it will consider instances of governmental manipulation of history for political purposes, sometimes with the enthusiastic participation of historians themselves. For another, it will examine different ways in which history has been presented (or presented itself) to the public, and the consequences of that interaction. You will have an opportunity to investigate a case study that falls into one of these categories and present your findings to the class. As the semester moves along, you may even get a few ideas as to what you would like to do—or not do—with your history degree. **This course meets TR 12:30pm-1:45pm.**



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 Rock and Roll Hall of Fame and Museum or other institutions. Hale Farm of the Western Reserve Historical Society offers these new internship opportunities: costumed interpretation, museum education, historic gardening, and historic preservation of buildings and grounds.

Internships should be arranged in advance with the institution and an instructor from the JCU History Department.

Greater Cleveland is rich in historical resources, and internships provide excellent opportunities to learn about and from them.

Internship requirements include these:

- 140 hours of work at the historical institution for 3 credits*
- Regular consultation with its supervising staff member and a member of the John Carroll History Department
- A journal that regularly records the student's internship activities
- A final paper or project that is determined by the student, professor, and staff supervisor. The student's final grade is assigned by the professor in consultation with the supervisor.
- Students should have a 2.7 grade point average in the major.
- Students may register for internships with their advisers, but internships should be arranged well in advance of the semester for which the student is receiving credit to ensure that the needs of both the student and the institution can be met.

See the Department Chair, Matt Berg, for a complete list of possible internships that are available.

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

HISTORY MAJORS: WHERE ARE THEY NOW

Rebecca Ries-Roncalli, JCU '18

I am spending two years in Punta Gorda, Belize with the Jesuit Volunteer Corps. It's a small fishing town, and I work with surrounding Maya villages in starting a youth ministry program.



Gabriella Malta, JCU 18

I am currently getting my M. Ed. in special education and a teaching certificate in high school social studies at the University of Pittsburgh! My program finishes in June, it was a 1 year program, and I will be

looking for a job in secondary education for either special education or social studies!

Zachary Toth, JCU 18

I am a high school social studies teacher at Bedford High School. I teach two sections of honors US Studies and four sections of US Government. I am also coaching high school Football, Basketball and Softball.



HISTORY MAJORS: WHERE ARE THEY NOW?

by Katie Hyduk



My career path veered rapidly away from history following graduation (though not for lack of trying). After 7 years with the sports agency, IMG, I am now in my 3rd year with Turner Sports (a division of Turner Broadcasting). I'm based out of Chicago but travel quite a bit - though the locations are not always exciting (Omaha, anyone?)

In the simplest terms, my job involves "bringing events to life" mainly through marketing and sponsorship initiatives. I have worked with national clients like Coca-Cola, AT&T, Bank of America, Allstate, etc. on PGA majors, NBA events (our team was responsible for the Opening Night Concert in Cleveland this past October), and NCAA championships. Every day is a bit different - I might develop a year-long marketing campaign for Final Four, or work hand-in-hand with a sponsor to find the best way to leverage their brand. From ideation to execution, I'm involved in it all. While I'm not immersed in history each day, the critical thinking, communication and writing skills I honed as a history major are huge assets in my career. My team loves that I can absorb all of the seemingly minor details of a client or project and still maintain a "big picture" mentality. Apparently I also have a really great memory...considering how much of a procrastinator I am, I'm sure both of these traits are the primary reasons why I succeeded as a history major!

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, Matt Berg at mberg@jcu.edu.

We're thinking about .. History



sites.jcu.edu/history

John Carroll University History Department

2019 Majors & Alumni Banquet Featured Guest Speaker will be

John Carroll University History Alum,
Melissa Ruggiero, Esq. '99

Melissa currently works at the Allegheny County Office of Conflict Counsel and was a former Legal Officer at the Court of Bosnia & Herzegovina and Legal Officer at the Special Court for Sierra Leone

Thursday, April 25, 2019

5:30PM Social—6:00PM Dinner

Reading Room
Dolan Science Center

Awards will be given to:
2019 Outstanding Graduating Senior

2019 Sr. Madeline Muller, HM - Dr. Marian Morton
Women Historian of Greater Cleveland

2019 Kerner Scholarship Recipient(s)

—————
\$20/person—spouses/guests of alumni welcome

Student cost—\$10

A Cash Bar will be Available

sites.jcu.edu/history

HISTORY 5-YEAR MBA PROGRAM

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

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

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

Don't forget to check out page 14 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, or Elizabeth Stiles, the head of Nonprofit Management, at estiles@jcu.edu.

All the classes that're fit to take!

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

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

Summer/Fall 2019

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