

"All the classes
that're
fit to take"

The Historical Inquirer

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

History Department

Summer/Fall 2010

Course Offerings

From the Chair...

by Daniel Kilbride

This issue of the *Historical Inquirer* introduces a new feature – testimonials by recent history department graduates about their experiences in the history major and on their career tracks. One of the more frequent questions I hear from students is "what can I do with a history major/minor?" I hope some of these personal statements can help answer that question. But the short answer is that you can do just about anything with a history major that you can do with any other major. Our recent graduates include

businesspeople, lawyers, Peace Corps workers, educators, graduate students (in many fields besides history), futures traders, politicians, and officials with international agencies such as the International Atomic Energy Agency.

Completing a major, double-major, or minor in history in four years is not difficult. The major requires only 39 hours (13 courses; many students already take two for core) and the minor, 18. Please contact the department chair, Daniel Kilbride, at dkilbride@jcu.edu with any questions. Any member of the history faculty will also be glad to help.

As usual, the history department is offering a number of new course offerings and many others that draw on the specialized expertise of its faculty. On the new side, Malia McAndrew is offering two new courses. Her course **20th Century Youth Culture** (HS 195A) examines young people as an agent of change in the modern USA. This course carries both Div. II and D (diversity) designations. Prof. McAndrew is also offering a never-before taught course at the upper level. **African-American Cultural History** (HS 495) looks at African-American music,

stage, entertainment, foodways, and other forms of cultural expression from the colonial period through modern times. William Ryan, a retired department member who fortunately returns to teach a course or two, is leading a new course, **Italy and Ireland: Faith & Nationalism** (HS 196C). This course traces the parallel developments of nationalism and religious cultures in these predominantly Catholic societies, chiefly in the 19th and 20th centuries. It's both Div. II and S (international, western) for the core.

We are also offering a number of courses at the 300 level with various core designations (none of these courses has a prerequisite; the history department uses very few of those). James Krukones' ever-popular **History on Film** (HS 333) satisfies Div. II credit, as does Robert Kolesar's **Immigrant America** (HS 342) D, Roger Purdy's **Japanese History** (HS 381), R. Although these 300-level courses are more advanced than 100 or 200-level offerings, they do not require specialized knowledge; their difficulty level is well within the range of JCU students, especially those who are interested in the subject matter. Finally, anyone looking to channel their inner Robert E. Lee should consider Prof. Vourlojianis' **Gettysburg Tour** (HS 295), a 1-credit course traveling to the Gettysburg battlefield September 16-19.

How Old Are You?

by Malia McAndrew

The United States president has to reach the age of 45 before he or she can take office and a U.S. senator must be at least 30 years old to serve. Renting a car in Ohio is difficult to do if you are under the age of 25 and purchasing alcohol is completely illegal for persons who have not yet reached their 21st birthday. Nationally you can't get a permanent driver's license until you are 16.

Age seems to be a powerful mechanism by which Americans have decided who can do what in society. Does this mean that the younger you are the less power you have? History would suggest otherwise. The suffragette Alice Paul was only 27 when she began to lobby for a constitutional amendment that eventually secured women the right to vote in the United States. Martin Luther King was only 25 when he became the pastor of Ebenezer Baptist Church in Atlanta, a position from which he helped to launch a civil rights movement. And

Bill Gates was a mere 20 years old when he dropped out of Harvard to start Microsoft, a company that helped to galvanize the technological boom of the late-20th century. Because young people have been an important source of change in United States history, **HS 195A, 20th Century Youth Culture**, examines the American past from their perspective. In our course we will ask what it has meant to be young at different places and times, as well as investigate how youth was popularly defined throughout the 20th century. We will examine youth culture and analyze the ways in which it reflected changes within the broader American society. From the children whose labor helped to build modern industrial cities in turn-of-the-century America, to young flappers that challenged sexual mores in the 1920s, to the student-led anti-war movements of the 1960s, to modern entertainers who have exported American culture around the globe, young people have been an important source of change in American society. This class will tell their story.



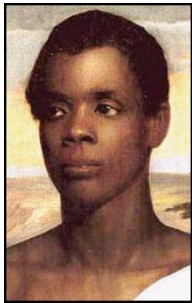
(Life Magazine cover Feb. 18, 1926)

Trials of the Centuries

by Jack Patton

Every so often, a trial—whether of O.J. or Dr. Sam or Slobodan Milosevic—captures the public’s imagination, and people follow the proceedings with rapt attention, convinced that some basic issues of their own lives are being played out, with someone’s freedom, or even life, at stake. Inevitably, each of these cases winds up dubbed “the trial of the century.”

HS 196, *Trials of the Centuries*, looks at twelve trials since 1430, when basic ideas of how society is organized, how we believe, or even the notion of justice itself, seemed to turn on the results of the case. The crimes charged range widely— from murder, witchcraft & heresy, to treason, piracy, espionage, and genocide.



Joseph Cinque

Some of the defendants in these cases (Joan of Arc, Luther, Galileo) were famous before the trial began. Others became famous only because their cases captured the public’s imagination—for instance, Jean Calas, convicted of murdering his son, Alfred Dreyfus, an accused spy, and Joseph Cinque, who led the Amistad rebellion. But in each case,

basic issues of Western values and how they translated into legal justice were on trial along with the defendants. This course is also offered in the summer III session.

Early America to 1877

by David W. Robson

Anyone following recent developments in the United States knows that in order to meet our promise and solve our problems as a people we must face the contradictions that lie at the heart of our national character: How do we feel about “others”? Do we believe in the common good or self-interest? Should we maximize individual freedom or should we preserve order? Are we a chosen people, meant to provide a model for other nations to follow, or is that an arrogant belief that prompts us to meddle where are not wanted? **HS 211, *United States History to 1877***, does not purport to eliminate our contradictions or solve our problems. It does promise to show you that these issues are not new, that they were all faced

by our predecessors from the beginnings of colonization until the time of the Civil War and Reconstruction. In addition to exploring these and other issues, we will use documents and essays to explore their meaning for individual Americans, some prominent, some not, thereby giving you the chance to “do” history. By discovering and understanding



how these earlier Americans wrestled with perennial problems, you may find yourself better equipped to understand why we as a people now operate the way we do. Assignments will include take-home exams and short papers on documents or other materials used in the course.

Welcome to World Geography

by Nick Wise

Many students think that geography is simply the study of knowing where countries, cities, rivers, etc. are located on a map. Geography is the study of space, place, movement, and human/ environmental interactions. I do not expect students to simply just know where places are on a map in my course; I want students to understand places, sites, and situations. Take Cleveland as an example: we live in this diverse city that is impacted by globalization, economic restructuring, migration, and lake-effect snow. In World Geography, what we understand about other parts of the world has directly affected Cleveland 100 years ago and today. I cover each of the world regions in this course by presenting the



Sydney Opera House, Australia

physical, cultural, economic, and political geography with this idea of globalization connecting each of the world regions. Contemporary topics incorporated include ecotourism, the rise of China, poverty in Africa, environmental degradation, and the role of sports.

The ideal geography course would involve traveling to each region around the world. Since this is not a part of many university budgets, in **HS 271, *World Geography***, I attempt to visualize my lectures and bring as much of the world as possible to the classroom from my own personal traveling experiences. I encourage students to engage and interact by presenting their ideas, concerns, and interpretations.



Ha Long Bay Limestone Karsts, Vietnam



Join us at Movie Night!

AD 226

Check the History Film Series listings on the History Department website:

<http://www.jcu.edu/history/HistoryFilmSeries.htm>
for updated movies and viewing times.

Trails West

by Bari Stith

Grab your coonskin cap, pack a goodly amount of flour in your wagon, and hitch up your oxen. **HS 195B, *Trails West***, will take you cross country from the Atlantic to the Pacific and over time from those first 17th century Virginia frontiers to the Great Plains of the 1890s. Along the way you'll meet the Daniel Boones and Sunbonnet Sues who opened a wilderness and created communities from a wide spot in the road. But before you sign on for this adventure, take a good look at the cultural baggage you've loaded. How will your culture, time, and place affect how you view this pioneer experience? Better ask yourself if you've got enough grit to survive on these frontier trails accompanied only by a passel of tenderfeet.



Calamity Jane

“Do Your Part to Ax the Axis! On Land, Sea, in the Air and on the Home Front! Enlist in HS 395, World War II!”



by George Vourlojianis

The Second World War was a catastrophic struggle of titanic proportions. Every person on earth today lives in its shadow. Even though the war was officially fought from 1939-1945 its effects are still felt throughout the world. **HS 395, *World War II***, will approach the war from a global perspective. The course will examine and interpret the actions of the Allies and the Axis in Europe, the Middle East, Africa, East Asia, South Asia and the Pacific. Topics dealt with will include: theaters of operation, strategy, diplomacy, key figures, common soldiers, weaponry, home fronts and espionage. This course will begin with the Second World War's origins in the Hall of Mirrors at Versailles and end with consequences seen today on streets from Bagdad to Belgrade. To convey this adventure to you, Dr. Vourlojianis will use lectures, audio-visual aides and guest speakers

Have a Riot as a History Major!

HS 196C, Italy & Ireland: Faith & Nationalism

by W. F. Ryan

This course will compare two European nations that have both common and uncommon problems. Both have a strong Catholic culture and history, and the peoples of both had a long struggle to realize nationhood.

For a number of reasons, neither country could overcome forces that blocked any real evolution toward unity, such as that realized by late medieval times in England and France.

One important obstacle was the Catholic Church and the Papacy. Besides fearing that a unified Italy would swallow up the Papal States (it would) there were other reasons for Vatican opposition to nationalism both in Italy and Ireland. Chief among these was that nationalism, as a fire-breathing “ism,” was based on the differences among peoples—differences that could and did go beyond language and local culture to include ideas of racial superiority and inferiority. These seeds of ethnic and racial differences were in direct opposition to the Church's teachings of human universality.



The interplay of these three entities—Italy, Ireland, the Papacy—will be studied not only politically, but also through works of art, literature, political theory, and science. Students from a variety of disciplines will find that the content of this course intersects their fields of interest in a variety of ways.

Course discussions will not end with a “happy” celebration that presumes the problems of the past are done and settled. There are still flare-ups in these lands. And there are lessons that can be drawn that could have application to other hot issues...as what are the factors necessary for “nation building” and whether a real nation can be constructed by external forces alien to the long history of the past?



Kerner
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JCU history majors: Where are they now?

From Kevin Johnstone, class of 2006:



I just returned from a 27 month stint in Mongolia with the Peace Corps in an isolated village of about 500 individuals. I taught English to herder children at the local school, and worked with local counterparts to increase both English and teaching capacity. In addition to my primary project of teaching, I completed numerous secondary projects that involved acquiring grant money, including organizing

and hosting English seminars, planting 300 sea-buckthorn bushes, creating a 53 song English as a Second Language CD which recorded Mongolian school children singing and was distributed to schools and resource centers across Mongolia, as well as creating a website/podcast and English language informational pamphlet for a celebrated Mongolian Monastery. In addition to all these things, I wrote and recorded two albums of original music in my Mongolian ger (yurt), which was the primary outlet for stress.

My days were filled with long stretches of boredom and exciting minutes of awkward situations. I had to get used to doing many things such as lugging water from the river, and slaughtering cows and sheep in addition to herding and caring for those same animals. Learning the hard/alien language of Mongolian was difficult in itself. I never thought I would have become fluent, but luckily I was extrinsically motivated by the fact that nobody else in my town spoke English besides my 1 counterpart.

I had to learn how to survive -40 to -60 degree winter weather in a tent with but 4 thin layers of felt. To this point, it included not only my -20 rated Peace Corps issued sleeping bag, 3 layers of clothing and blankets over my head to keep warm while sleeping, but also what to do in the morning when you find no solid liquids to work with, which means no brushing of teeth, and certainly no drinking water. Since my area did not have an abundance of coal, I burned wood, which meant that fires died quickly in the night, and any wet wood was a death sentence. The dreaded dance to re-light the fire in the morning was always a most deplorable experience, though thinking back now, I do miss it.

Besides these daily challenges, there are also great stories such as the 45 hour straight bus ride I took half-way across the country, the taxi driver who threw a rock at my head for pointing out that he was ripping me off, or the women who thanked me for coming to Mongolia and not only helping its people, but learning its language and customs as well.

The experience as a whole challenged me to the tipping point. There were points of great frustrations and questioning my very being in Mongolia, but in the end, I would do it again!

Deep Focus

by Jim Krukones



A look at the ten movies nominated for the Oscar as Best Picture of 2009 shows that all of them are based on either historical events or contemporary issues, even when the characters are computer-generated. In other words, taken altogether, the nominees say something about the tendency of films to recreate the past, mirror contemporary society, or do both at the same time. **HS 333, *History on Film***, uses dramatic features and a few documentaries to explore the varied attempts of filmmakers at restaging history. It also examines cinema as a valuable source of historical information. The class meets one evening each week to accommodate film showings along with lecture and discussion. As the major paper it requires—what else?—a full-fledged review based on films of your choice. HS 333 is a reserved-seat-only attraction, so please secure your ticket without delay. [NOTE: This course is applicable to a Division II requirement in the Core Curriculum.]

Pandora Was Framed!

by Anne Kugler

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



We Are Not at the Center of the Universe

by Dan Kilbride

You've taken American history courses before, even if you can barely remember anything you learned in them. These courses were probably taught from the internal perspective of the United States. American politics, the American economy, American culture -- you get the idea. But America is part of and has always been an active participant in a wider world. Amazing! **HS 151, *Early America and the Atlantic World***, looks at American history from an Atlantic perspective, seeing the Atlantic Ocean as an economic, social, and cultural system that integrated the many and diverse societies that bounded on it. This means societies in West Africa, western Europe, and North America, in particular native American cultures. European-Indian interaction and representation, the slave trade and the African diaspora, and the development of a distinctive American (meaning United States) culture will be the three main themes of the course. Taking this course will allow you to check off either the "D" or "S" boxes on your core curriculum sheet (not both). Besides, this is the most rigorous, informative, and entertaining course offered at John Carroll University.



Top of the Line

by Anne Kugler

Senior Seminar, **HS 490** is the capstone course for history majors--the moment of truth! Building on experience in HS 261 and on accumulated knowledge and insights from previous history courses, in this seminar we will discuss approaches to a large historical theme and then apply those approaches to developing, writing, and presenting a research paper. In Fall 2010, the theme will be **Revolutions**. The task will be to understand how historians define a revolution; how they assess causes and significance; and how they understand revolutions across time and space. The semester will begin with discussion of readings about these concepts, and then you will test them out by researching a topic pertaining to the origins or development of a particular revolution, be it French, Russian, Mexican, Chinese, American, Iranian, Haitian, or English. After much research, writing, and rewriting, we will conclude the semester with presentations and comparisons of your findings. So many revolutions, so little time!

Add History as your second major!

Bridging the Gap with History



So, Do We Want to be Subversive???

They'll Never See What Hit Them...

by Maria Marsilli

HS 261, *History as Art and Science*, is the method course for majors. That is where you learn how historians approach research questions, develop compelling arguments, and master professional methods to locate and analyze primary



sources. It is not about science or art...it is a bit about both. Students will test their hands at constructing their own research projects. The theme of this year is subversion and contesting authority, covertly, openly, any time, any way, any form, anybody, any result. The topic is wide on purpose... so you can bump into a question that is waiting to be investigated. We will also talk a bit about what (and how) do you want to do with those skills after college! Could you possibly ask for anything more? Oh, and it also fulfills the "W" requirement as well!

Africana Studies
Aging Studies
Catholic Studies
Community Service
East Asian Studies

International Studies
Latin American Studies
Modern European Studies
Perspectives on Sex and Gender

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.

Medieval Society and Institutions

by Paul Murphy

This course will introduce students to the history of the Medieval World from ca. 500 to 1500. In **HS 406, Medieval Society & Institutions**, 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 medie-

val 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.

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

by María N. Marsilli



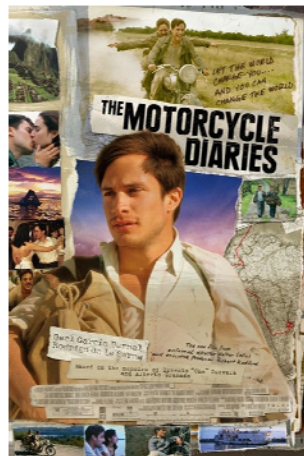
Ever wondered if you can study history while travelling around on your bike, sleeping in low-to-awful accommodations, and chatting with the poor, common people? Well, this class proposes that yes, you can. Or at least yes, you can try...by following Ernesto "Che" Guevara's adventurous trip around Latin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

HS 170, Introduction to Latin American History and Culture invites you to follow the trip that young "Che" took to understand the continent's past as he wrote it in his *Motorcycle Diaries*. Along with it, gender issues, military dictatorships, US intervention, Human Rights violations, and

the creation of masculinity and "macho" roles will be examined.

This is a fun and relaxing class, an intro for those who know little about Latin America and would love to know more.

Oh, and yes, we will have Gael García-Bernal playing "Che" for us.



Applications for the Kerner Scholarship are available in the History Department located in the Administration Building B-Wing, 2nd floor

A Community of Laughter



(Painting: Jacob Lawrence, "The Migration of the Negro," 1941)

by Malia MacAndrew

"Your mother is so old she got spider webs under her arms"

"Well, your mother is so old she farts dust"

"I saw your mother the other day and she is so skinny she could swallow a prune and look pregnant"

"Well, at least my mother ain't so tall that her husband has to hug her on an installment plan"

For much of the 20th century the above form of verbal dueling, often called the "the dozens," remained a vibrant part of African American oral culture. While such sparring often became intense (especially when your mother's reputation was on the line!) it rarely came to blows. It was thus not the fastest, strongest, or most powerful person who came out on top through this art form but rather, the person who could use originality, ingenuity, and humor to their advantage. Can jokes give us a window into the ways in which ordinary people thought during a given pe-

riod of time? What might the popularity of the dozens during the darkest years of racial oppression in the United States tell us about the ways in which ordinary Americans dealt with their grief, anger, and frustrations?

In **HS 495, African American Cultural History**, we will analyze black humor, such as the dozens, in addition to many other aspects of African American cultural life including music, folktales, religion, dance, and art. As we trace these cultural expressions from their African roots to the modern day, our goal will be to gain a better understanding of the thoughts and feelings of every day people as they negotiated their way through American history. Even during the harshest times of racial injustice and economic exploitation in the United States, African Americans forged and nurtured a rich and expressive culture through which ordinary people articulated their hopes, dreams, and fears. In this class we will look to those expressions to tell us about both what they meant for people of the past as well as how they shaped and formed our current cultural landscape.



Nazi Germany: Origins, Structures, Consequences

by Matt Berg

Very few topics in twen-



tieth century history have captured the same broad interest as Nazi Germany has. Yet the tendency to focus on the war of conquest and genocide unleashed by the Third Reich tends to obscure some of the most challenging and interesting questions of twentieth century European history—for example, how did World War One and the circumstances of the interwar years radicalize the German popula-

tion? What did the Nazi Party seem to offer that other political parties could not during the late '20s and early '30s? How did the Nazis reorganize state and society after seizing power? How did Nazi racism develop in theory and play itself out in practice? How were women treated during the Third Reich? Was resistance to the regime possible?

These themes are among the several that will be explored in **HS 473, *The Third Reich: Origins, Structures, and Consequences***. Combining a series of challenging readings and a wealth of documentary film, students will be encouraged to rethink their understanding of this period in Europe's past, and to try and come to terms with more recent debate as to whether or not the Third Reich's crimes against humanity were unique in human history.

From Hammurabi to Henry VIII

by Paul Murphy

In a world of globalization in which much of the world's economic growth and social potential lies in Asia, Africa, and Latin America, the West remains a prominent force politically, intellectually, and economically. **HS 201, *Western Civilization to 1600***, will consider how the West as a cultural unit emerged from the early civilizations of the Near East and reached an early flowering in the culture of classical Greece. It will also examine how the political and philosophical underpinnings of Ancient Greece played a formative role in the development of Western European society from the Roman Republic to the Reformation of the sixteenth century. In particular we will study the role of the individual in the West and how the individual has related to society at large. Issues of political formation, gender, religion and global expansion will receive special attention.



Royals and Rebels

by Anne Kugler

Messy divorces, Machiavellian ministers, murderous kings, martyrs and rebels—England from the late fourteenth to the early eighteenth centuries brimmed with colorful personalities, scandal and intrigue at the same time as on the political, social, cultural and economic levels it began to develop into a modern nation. **HS 416, *Early Modern England***, examines the early modern English church and state from the perspectives of both the rulers and the ruled. This



course connects the stories of remarkable individuals with the broad social and economic trends that together shaped England in the sixteenth and seventeenth centuries into the first constitutional monarchy and a major player on the European scene. In this class we will read and discuss first-hand accounts of important events, personal diaries, popular periodicals, letters and speeches, as well as literature on the contentious issues of the English Reformation and Civil War.

Will the Rising Sun Keep Rising?

"In fact the whole of Japan is pure invention. There is no such country, there are no such people."

—Oscar Wilde

by Roger Purdy

Once an economic behemoth that threatened to buy up the United States, Japan now seems to have slipped beneath the horizon on America's concern. But is that bad news for Japan? This is a country and culture that is constantly reinventing itself—from tribal kingdom to miniature Chinese state; from closed warrior society to a major military power; from a defeated nation to an economic giant. Today, Japan has reinvented itself yet again. Through its literature and art **HS381, *Japanese History***, explores the evolution and development of Japan from its ancient root to its current political and economic reinventions.



Rally 'Round the Flag – Gettysburg Battlefield Tour



by George Vourlojanis

You've heard the talk, now it's your chance to walk the walk! Using the Civil War battlefield as an outdoor classroom, In **HS 295, Rally 'Round the Flag, Gettysburg Battlefield Trip**, we will demonstrate how to read a nineteenth century battlefield generally and the Battle of Gettysburg specifically. Beginning on Thursday, September 16 through Sunday, September 19 we will examine one of the bloodiest battlegrounds of the Civil War. In addition to strategy and tactics, we will examine and interpret the strengths and flaws of the principal commanders. Why were certain decisions made or not made? Who were the common soldiers of both sides? Why did they fight? What brought these two mighty armies to a small rural German farming community in southeastern Pennsylvania? Historians ask the question, "Why did Robert E. Lee lose the Battle of Gettysburg? HS 295, Gettysburg Tour will answer the question, "Why did George G. Meade win the Battle of Gettysburg?" In addition to the tour there will be a two hour orientation class. Seating is limited to 10 students and enrollment permission must be obtained from the History Department Chair. There is an additional fee for travel and lodging expenses. For further information contact Dr. Vourlojanis at: gvourlojanis@jcu.edu or telephone: (440) 366-7165.

Rome in a Semester

by Gwen Compton-Engle

Have you always wondered how much of *Gladiator* or HBO's *Rome* is "true"? Are you interested in learning about a culture that profoundly influenced western civilization, yet differed in crucial ways from modern America? Then join us for a tour through one thousand years of Roman history, from the city's legendary founding to the rise of Christianity. In **HS 302, Roman History**, we'll examine the ancient Roman family, class structure, political organization, and religious system. (If you need division II credit, sign up as CL 302).



Far Away, But Not Long Ago



by Roger Purdy

Where is East Asia poised in the 21st century and how did it get there? Fifty years ago it was digging out from the catastrophe of war and wracked with internal strife and rebellion. Now, despite a sluggish economy, Japan, through anime, "Hello Kitty" and American remakes of Japanese films, has become the epitome of "gross national cool." China, once relegated to the sidelines, has taken center stage in the dual roles of America's East Asian partner and rival. Anti-American sentiment boils in South Korea, US's long time ally and North Korea threatens the whole region with both its nuclear weapons and its economic crisis. **HS180, Contemporary East Asian History and Culture**, looks at the changes and developments of East Asia since the end of World War II to the present day.

Preserve the Past and Look to your Future



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.

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

A JCU history major reflects on his experience at JCU

From Joseph Cipolletti, class of 1998:
Director of Development, Discovery Tours

Why study history? It is a question that is often proposed by people who have no direct interest in history. For myself, the answer to that question was simple - history is who we are and what we want and is full of stories and mysteries. The best reasons for studying history are the same as those for studying all the liberal arts: Historical study satisfies curiosity. History also provides us with the pleasure of vicarious experience. It opens windows into the variety of human experience and reveals human nature not in an abstract philosophical way but in the concrete actuality of what human beings think and do. History tells us how diverse human beings and their societies can be. If we study history more attentively, it should make us more tolerant of people unlike ourselves.

History at JCU is taught by scholars with have a genuine enthusiasm for relating the past to others. As a historian it is important to tell the "story" clearly, and people it with men and women who are depicted as individuals rather than representative figures and as complex historical actors rather than simple heroes or villains. In short, the subject of history integrates new scholarship, raises questions about causes and consequences of historical events and provides analyses of historical developments.

History provides a holistic approach to knowledge because it studies all aspects of human experience. The historian uses the psychologist's insights and the tools and methods of the social sciences to attain self-discovery and a new degree of understanding humanity. In other words, an in-depth exploration of a particular place, people, or series of events is intellectually stimulating and rewarding. A major or minor in history will allow you to better understand long-term change, as well as its acceleration in our own time.

A history student is committed to the transmission and extension of the treasury of human knowledge. A history major will provide the skills that will lead to clear, persuasive expression. It trains the individual in the intellectual discipline necessary to pursue historical study in depth. Furthermore, the major will make you aware of the interrelationship of all knowledge and the need for integration and synthesis.

**Are you thinking about declaring your major?
Make it History!**

Who Says History Doesn't Pay?



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

The Fr. Howard J. Kerner, S.J. Scholarship Fund was established through the generosity of alumni, friends and colleagues of Fr. Kerner. It honors the memory of a man who served the Department of History at John Carroll University from 1948 to 1985. **Two** Kerner Scholarships are available each year in the amount of \$2,000 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 16th. Applications are available from the secretary of the Department of History. By May 15th of each year, the Chair of the Department of History will announce the Kerner Scholars for the next year.

History Does Pay!

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

Before the Melting Pot

by David Robson

To imagine that the story of Colonial America is but the pre-national history of the first thirteen of the United States is like looking through a telescope from the wrong end. Such a view presents a picture that is distorted because every image is so small that you can only see big collections of things, and such a view of Colonial America is distorted because you can only see what these colonies would become, not what they were. A better way to study this period is to pursue the migration, both voluntary and involuntary, of hundreds of thousands of Europeans and Africans, from their homelands to new lands in North America and the Caribbean Sea. There these migrants confronted indigenous peoples and strange natural environments. What resulted were cultural clashes among peoples and efforts by all of them to adapt to new circumstances. If English ways became predominant over those of other

Europeans, Indians, and Africans, and if the English were successful in either subduing or adapting to the varied environments they encountered, it was not without struggle.

What we will examine, then, in **HS 431, Colonial America**, is the development of the twenty-six, not thirteen, English colonies in the New World, along with similar enterprises launched by the French, Spanish, Dutch, and others. We will examine them from the perspective of the Europeans, trying to build new or recreate old societies in these new environments, and to do so while encountering Indians and incorporating Africans into their enterprises. We will trace them from the eve of colonization through the middle of the eighteenth century. My hope is to offer you new perspectives on the early American past and to get you to think about these people in ways that you have never imagined before.

The course will incorporate substantial reading, take-home examinations, and individual reports, which will allow each student to pursue his or her own interests.

So Who's a "Real American", Anyway?

by Bob Kolesar

Well, not indigenous peoples or blacks—they were defined out of the term right away. But what about Irish in the 1840s? Germans in the 1850s? Chinese in the 1860s, 1880s? Poles, or Italians, or Jews, or Slovaks in the 1880s, 1890s, 1900s? Japanese in the 1890s, 1900s? Mexicans in the 1920s? Vietnamese in the 1970s? Haitians in the 1980s? What about now??? **HS 342, Immigrant America**, will address the contested questions of how different ethnic groups from Europe, Latin America, and Asia, at different times, have "become American." We'll do so by examining the personal narratives and fictional accounts of immigrants themselves, the representation of immigration and ethnicity in film, as well as the work of scholars on these questions. *This course is being offered in the Fall and Summer session III.*



History of the U.S. from 1877

by Bari Stith

Has there ever been a century and a half of such drama and stories? That's what history is really about – what has happened to us, how we have reacted to it, and what we have and have not learned from it.

Think about what it was like to stand helplessly by while Northern carpetbaggers claimed your ancestral southern home after the Civil War. Imagine the challenges former slaves faced as they struggled in the chaos of Southern reconstruction. What stories might Comanche, one of the few survivors of Custer's Last Stand, have told if horses could talk? Wouldn't you have liked to spend an evening with Mark Twain discussing the Gilded Age and how robber barons made legendary fortunes? Would you have dressed in white to parade down Main Street in support of women's rights? Or picketed saloons in hopes of reforming society? Wouldn't you have liked to hear about the sinking of the Titanic from survivor "Unsinkable Molly Brown" of Denver?

My grandparents were

enjoying a family dinner when my great uncle ran into the house to tell them to turn on the radio to hear the news that the Japanese had bombed Pearl Harbor. Where were your family members? And how did they feel when we bombed Japan to end the war that would



Air Raid Shelter of Rosey the Riveter Circa 3/4/1943
<http://www.pulaskispast.com/>

end all wars – which it didn't.

Did anyone in your family build a bomb shelter for protection against the Red Bogeyman? Wear ducktails and poodle skirts? Listen to the "I Have a Dream" speech and watch in horror the assassination of JFK, then his brother Bobby, as T.V. repeatedly broadcast those tragedies on the evening news?

Where were your parents when man first walked on the moon and what inspired us to build those rockets anyway? Did your family lose someone in Vietnam? Did you watch the unraveling of the Nixon administration as Woodward and Bernstein broke the Watergate story? Do you remember the fall of the Berlin Wall and the dissolution of the Soviet Union?

This is just a sampling of the drama in which people participated from the end of the Civil War to the present. Your family members were all a part of that. It's time to study your own history in **HS 212, History of the U.S. from 1877.**

**Consider adding
History as
your *Minor!***

It's easy! It's flexible!

You need:

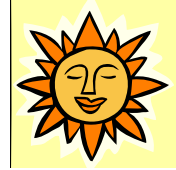
***Six courses, half at the
300 or 400 level**

***At least one of them
has to be from a
different geographical
area than the rest.**

That's it!



Summer 2010 History Courses



Summer Session I May 17—June 17, unless otherwise noted

Course Number	Core	Instructor	Course/Title	Day/Time	Credit
HS 296-51	S/II	McGowan-Doyle	SPTP: The Irish in History	MTWR 12:00pm-1:55pm	3
HS 495-51		Stith	SPTP: Public History	MTWR 10:00am-11:55am	3

Summer Session II June 21—July 23, unless otherwise noted

Course Number	Core	Instructor	Course/Title	Day/Time	Credit
HS 212-51	II	Stith	History of U.S. from 1877	MTWR 12:00pm-1:55pm	3
HS 201-51	II	Melvin	World Civ to 1500	MWR 6:30pm-9:15pm	3

Summer Session III July 26—August 19, unless otherwise noted

* Class meets for the first three weeks of Summer 3 only

Course Number	Core	Instructor	Course/Title	Day/Time	Credit
HS 196-51	II/S	Patton	SPTP: Trials of the Centuries	MWR 1:30pm-4:10pm	3
HS 342-1*	II/D	Kolesar	Immigrant America	MTWR 6:00pm-9:40pm	3
HS 541-1*		Kolesar	SEM: Rdgs Modern American History	MTWR 6:00pm-9:40pm	3

History of Ireland

by Valerie McGowan-Doyle

Ireland's history is visible in its landscape, from prehistoric dolmens and impressive Neolithic passage tombs to the remains of medieval churches, monasteries and castles. Following a brief look at Ireland's ancient past in the Neolithic and Iron Ages, where we'll also consider Ireland's mythic past studded with figures such as Queen Medb and Cu Chulainn, **HS 296, *History of Ireland***, will survey the history of Ireland up to the present. Students will have the opportunity to think critically about the cultural and political impact of early medieval saints reputed for their piety and power, including Patrick, Brigid and Columcille. As with the arrival of Christianity, the arrival of new groups figure prominently in Irish history, always with profound impact, from the arrival of the Vikings to the arrival of the Anglo-Normans in the twelfth century. The arrival of the Anglo-Normans marked a pivotal moment in Ireland's history, after which its own history would be inextricably linked to England's.

We'll devote considerable attention to another key period in that relationship—the Tudor re-conquest of Ireland, when attempts by powerful Gaelic leaders such as Hugh O'Neill failed to stem English encroachment, a subject that will also provide students with the opportunity to examine the nature, course and impact of political and cultural imperialism. Our consideration of the succeeding centuries will address the intensification of resistance in movements such as Home Rule, the Easter Rising of 1916 and, ultimately, civil war and independence. The course will close with a careful consideration of events in Northern Ireland and the peace process there, as well as a look at Ireland as a member of the European Union.



Dunluce Castle, Northern Ireland

What Does This Trash Have To Do With History??



by Bari Stith

And your counselor said, "You want to major in *HISTORY*? And you will make money with that *HOW???*" Sign up for **HS 495/500, *Public History***, this fall and explore the world of working in history outside the teaching profession. We will tackle burning questions that include: What does an archivist do besides incite anarchy? How does a museum curator curate an exhibit? Which buildings do we preserve and how does a preservationist put up all those historical markers? Historical interpreters interpret what? Why do historical archaeologists dig up Coke bottles and trash pits?

Public History introduces you to the plethora of professions available to historians in addition to the teaching profession. Explore your options through film, site visits, guest speakers, and discussion. Learn the basic requirements of a variety of fascinating historical professions using the rich resources of northeastern Ohio's cultural institutions.

History Department Fall 2010 Course Offerings

Course	Sect	Core	Instructor	Days	Start	Stop	Course Title	Cr.
HS 151	51	II D, S	Kilbride	M W F	9:00AM	9:50 AM	Atlantic World	3
HS 170	51	II D, R	Marsilli	M W F	9:00 AM	9:50 AM	Intro to Latin American History	3
HS 170	52	II D, R	Marsilli	M W F	10:00 AM	10:50 AM	Intro to Latin American History	3
HS 180	51	II R	Purdy	M W F	10:00 AM	10:50 AM	Contemporary East Asian History	3
HS 180	52	II R	Purdy	M W F	11:00 AM	11:50 AM	Contemporary East Asian History	3
HS 195A	51	II D	McAndrew	T R	12:30 PM	1:45 PM	20th Century Youth Culture	3
HS 195A	52	II D	McAndrew	T R	3:30 PM	4:45 PM	20th Century Youth Culture	3
HS 195B	1	II D	Stith	T R	3:30 PM	4:45 PM	Trails West	3
HS 196A	51	II D, S	Kugler	M W F	1:00 PM	1:50 PM	Women in Antiquity	3
HS 196B	51	II S	Patton	M W	3:30 PM	4:45 PM	Trials of the Century	3
HS 196C	51	II S	Ryan	M F	2:00:PM	3:15 PM	Italy & Ireland: Faith and Nationalism	3
HS 201	51	II S	Murphy	T R	12:30 PM	1:45 PM	Western Civilization to 1500	3
HS 211	51	II	Robson	T R	9:30 AM	10:45 AM	U.S. History to 1877	3
HS 211	52	II	Robson	T R	11:00 AM	12:15 PM	U.S. History to 1877	3
HS 261**	51	W	Marsilli	M W F	1:00 PM	1:50 PM	History as Art & Science	3
Prerequisite: EN 103/112 or EN 111/112 or EN 114/116								
HS 271	51		Wise	T R	9:30 AM	10:45 AM	World Geography	3
HS 295	1		Vourlojianis	TBA	TBA	TBA	Sp. Topic: Gettysburg Tour	1
Permission Required from Dept. Chair or Instructor. Travel Required September 16-19. Additional travel fee								
HS 302	51	II S	Compton-Engle	T R	11:00 AM	12:15 PM	Roman History	3
HS 333	1	II	Krukones	W	6:30 PM	9:15 PM	History on Film	3
HS 342	1	II, D	Kolesar	M	6:30 PM	9:15 PM	Immigrant America	3
HS 381	51	II, R	Purdy	M F	2:00 PM	3:15 PM	Japanese History	3
HS 395	51	II, S	Vourlojianis	T R	2:00 PM	3:15 PM	World War II	3
HS 406	51		Murphy	T R	11:00 AM	12:15 PM	Medieval Society & Institutions	3
HS 416	51		Kugler	M W F	11:00 AM	11:50 AM	Early Modern England	3
HS 431	51		Robson	T R	2:00 PM	3:15 PM	Colonial U.S. History	3
HS 473	51		Berg	M W F	10:00 AM	10:50 AM	Nazi Germany	3
HS 490	51		Kugler	M W	3:30PM	4:45PM	Senior Seminar	3
Prerequisite: HS 261 and 5 courses in the History major								
HS 491	51		Kilbride	TBA	TBA	TBA	Senior Thesis	3
Prerequisite: HS 261 and 5 courses in the History major								
HS 495	1		McAndrew	T	6:30 PM	9:15 PM	African-American Cultural History	3
HS 498	51		Kilbride	TBA	TBA	TBA	Internship	3
Permission Required from Department Chair								
HS 511	1		Krukones	W	6:30 PM	9:15 PM	Sem: Rdgs in European History	3
HS 531A	1		McAndrew	T	6:30 PM	9:15 PM	Sem: Rdgs in American History	3
HS 531B	1		Kolesar	M	6:30 PM	9:15 PM	Sem: Rdgs. In Modern American History	3
HS 599	1		Kilbride				Master's Thesis	6