

“All the classes that’re fit to take”

# The Historical Inquirer

## Department of History

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

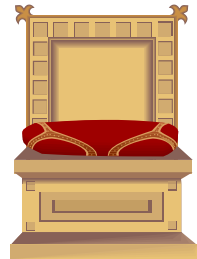
Summer/Fall 2013

Course Offerings

### From the chair

by Dan Kilbride

In the fall we will be welcoming two new faculty members: Prof. Mike Bowen, from the University of Florida, and Prof. Luke Reader, from the University of California-Irvine. Both of these gents will enrich and diversify the department’s course offerings via their distinctive research interests. Mike Bowen will be teaching the U.S. history survey, *HS 211*, in addition to new courses on the history of modern American conservatism (*HS 195*) and, for you politics junkies, *US Political History (HS 495)*. Prof. Reader will be teaching *Western Civ (HS 201)*, *20<sup>th</sup> Century Global History (HS 120)* and *Europe and Empire (HS 396)*. *HS 120* offers a look at the forces that have shaped the contemporary world via an examination of several case studies – mostly from the non-western world – of important events from the last century. *Europe and Empire* examines the Age of Imperialism during which European nations established control over large parts of Asia, Africa, and the Middle East during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. We are delighted to welcome Profs. Reader and Bowen to JCU.



In addition to the new courses on American conservatism, US politics, and European empires, Matthew Zarzeczny is also offering a new course, *Empires of the Ancient World (HS 496)* which, by comparing ancient empires (including the Persian, Roman, and Han, among others) asks questions about the extension and maintenance of authority, the ways in which empires have accommodated diverse peoples, and the factors contributing to rise and decline.

The history department offers relatively few of the conventional U.S. and western civilization survey classes. Rather, most courses that contribute to the Div. II (humanities) Core are focused, topical 100-level courses. (Although many 300-level courses also have Div.

Continued on page 2

From the Chair, continued

If credit, they are more advanced and should be taken by students confident in their abilities to do advanced historical study). Besides the new courses described above, we have a number of returning favorites coming back this fall, including *HS 168, The Border/La Frontera*, *African History through Autobiography (HS 197)*, and the perennial favorite, *HS 155: Sports in American Society*. Three HS courses in the fall are participating in the Honors Program: *HS 131 (African-American history)*, *HS 197B-51 (African History through Autobiography)* and *HS 273-51 (Colonial Latin America)*.

Besides course info, in this newsletter you will find articles on our HS majors and alumni, scholarship and internship information, and details about our major and minor programs. At 39 credits, history is a major that allows you to double-major and minor in other subjects with ease. There are only two required courses (**HS 261 and 490/91**) and lots of room to explore your own interests. The minor is 18 credits, so can easily be fit into most major programs. The history department has, at long last, entered the 21<sup>st</sup> century by establishing our own Facebook page. Don't just sit there, get on your smart phone and Like us!

## FREE BOOKS...Really?

The History Department is delighted to announce a new scholarship funded by a gift from longtime instructor (and JCU history alumnus) George Vourlojianis. During the first week of the fall semester, a junior history major, to be chosen at random, will have his or her textbooks in all enrolled history classes paid for by the **Vourlojianis Scholarship**. Eligible students must be juniors in good academic standing, be enrolled full-time at John Carroll, have formally declared as a history major, and be enrolled in at least two history classes during the scholarship semester.





# History Course Offerings

## Summer Session I

**Start Date:** May 13 **End Date:** June 13

Course	Core	Instructor	Days	Time	Title	Cr
HS 197-51	II/s	Zarzeczny	MTWR	12:40-2:50 pm	SP TP: Greco Persian Wars	3
HS 202-51	II/S	Zarzeczny	<b>This is an on-line course</b>		Western Civilization	3

## Summer Session 2

**Start Date:** June 17 **End Date:** July 19

HS 211-51	II	Vourlojianis	<b>This is an on-line course</b>		History of U.S to 1877	3
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## Summer Session 3 Course meets first three weeks of Summer 3

**Start date:** July 22 **End date:** August 16

HS 395-1	D/II	Kolesar	MTWR	6:00-9:40 pm	Sp. Tp: US Labor Hist.	3
HS 541-1		Kolesar	MTWR	6:00-9:40 pm	Sem: Rdgs. US Labor History	3

**Do you have questions about being a History major or choosing History as a second major or minor? Contact any of the History professors. They'll have the answers for you!**

## THIS! IS! HISTORY 197!



by Matthew Zarzeczny

Recent cinema has presented stylized versions of Spartan King Leonidas's last stand at Thermopylae as well as dramatized Alexander the Great's campaign to spread Greek civilization to the ancient world while gaining personal glory for himself. Of course, the conflicts between the ancient Greeks and Persians have greater importance to European and even world history than just providing entertaining stories for Hollywood films.

Being offered in **Summer session I, HS 197, *Greco-Persian Wars*** charts the diplomatic and military relations of the Persian Empire with the Greek city-states and the Kingdom of Macedon from the reigns of Persian Great Kings Darius I through III in the fifth and fourth centuries B.C. In this course, we consider the motives of the Persian invaders under Darius and Xerxes versus the Greco-Macedonian war of revenge against Persia under Alexander the Great. We also attempt to answer a variety of probing questions about these wars and their consequences. What if the Persians won at Salamis? Was Alexander a hero, humanitarian, or a maniac? In answering these and other questions, we discuss the significance of these wars on ancient civilizations and take into account how our memory of the wars change from primary source authors to scholarly histories to modern popular culture. The course fulfills Division II/S. *Class meets May 13-June 14 from 12:40-2:50 pm.*

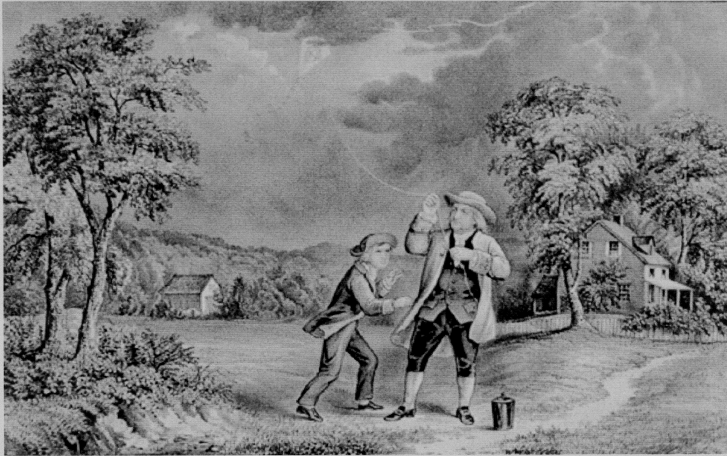
# YOU SAY YOU WANT A REVOLUTION? WELCOME TO JCU'S FIRST EVER ONLINE SECTION OF HS 202!

by Matthew Zarzeczney

**HS 202, *Western Civilization from 1600***, examines how the peoples of Western Civilization understood freedom and sought to secure it in the 500 years from the beginnings of the Columbian Exchange to the present. Focusing on selected historical moments during this period, the course considers how this quest for freedom transformed politics, religion, economics, and morality; in so doing, it also examines the reaction to this transformation, especially in totalitarianism. The focus of this course is therefore a careful examination of certain historical moments in order to witness the successive attempts of men and women in Europe and its colonies to develop the conceptual and institutional requirements of freedom. In examining the theory and practice of freedom in historical context, our primary focus will be the expansion of political freedom, but, when appropriate, the development of religious, economic, and intellectual freedom will also be examined. To bring out the meaning of freedom in these different spheres, the theme of freedom will be contrasted with divine right, communist, and fascist theory and practice. This course will not attempt to survey everything that happened in Europe and its colonies over a period of 500 years. Rather, certain distinctive moments in history - the Renaissance, the Reformation, the Enlightenment, the English and French Revolutions, and modern industrialism and its consequences - will illustrate these themes and provide students a basic chronological framework. Students will examine the extent to which the present world has inherited these institutional and intellectual foundations of freedom. This period and the texts under consideration will challenge the student to discover the unfolding drama of the discovery and expansion of freedom, and to understand the challenges to that accomplishment in the modern world. To help you master the material, you will engage in a variety of active learning techniques including watching short online documentaries, researching for essays, discussing images and text in online forums and more! Find out how we went rather rapidly from a Western Civilization based only in Europe to a Western Civilization that now influences most of the globe in Summer session 2013!

***The challenges we face are never as important as  
the challenges we face up to.— Ziggy***

## TECHNOLOGY! AIN'T IT GRAND!



A drawing of Franklin's kite experiment

CREDIT: Currier & Ives. "Franklin's experiment, June 1752: Demonstrating the identity of lightning and electricity, from which he invented the lightning rod." Prints and Photographs Division of the Library of Congress.

by George Vourlojianis

**HS 211, *History of US to 1877***, investigates the nation's development from the Age of Discovery through the post-Civil War Reconstruction. The course traces the circumstances that precipitated a coming together of three distinct, diverse and often hostile cultures and how a new, unique and vibrant nation was created, almost destroyed, and recreated anew. **HS 211** will provide you with the background and tools necessary to interpret and critically assess America's unique development. This course is different from any other history course offered at John Carroll. It is entirely presented on-line via Blackboard. So from the air conditioned comfort of your parent's basement or while sunning yourself on the deck, you'll be able to become part of Carroll history by enrolling in the first on-line history course. Anyone interested in finding out more about the course mechanics and/or content can email me ([gvourlojianis@jcu.edu](mailto:gvourlojianis@jcu.edu)) or telephone at (440) 366-7165 or (216) 397-4579. See you in class. Oooops! Then again, I won't be literally seeing you . . . . (LOL).

## READINGS IN AMERICAN LABOR HISTORY



Photo by Diego Rivera

By Bob Kolesar

In **HS 395/541, *Readings in American Labor History***, we'll explore a full range of issues and problems in American labor history through shared readings in a variety of works by historians and other scholars as well as primary source documents and representations in film and fiction. Readings will focus on such topics as the labor systems of early America, the transitions from the "artisan's republic" to the factory system and from slavery to free labor, immigration, industrial conflict and cultures of the workplace in the late nineteenth and early twentieth centuries, the rise of industrial unionism during the New Deal and World War II, and changes in labor organization and work in the years since then. Throughout our readings and discussions, we'll foreground the relationships between class, race, ethnicities, and gender. We'll meet four nights a week: M, T, W, R at 6:00-9:40 for the first three weeks of Summer III--you'll have the final week to work on your own project. *HS 395 fulfills Division II requirement.*

*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.*

## WHO SAYS HISTORY DOESN'T PAY?



NewYorkitecture.com

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

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

# History Does Pay !





## LIKE US ON FACEBOOK!

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

The screenshot shows a web browser window displaying the Facebook profile of the Department of History at John Carroll University. The browser's address bar shows the URL [www.facebook.com/JCUhistory?ref=ts](http://www.facebook.com/JCUhistory?ref=ts). The Facebook page features a cover photo of a row of old, leather-bound books. The profile picture is a graphic with the word "HISTORY" and an image of a globe. The page name is "Department of History, John Carroll University" and it has 23 likes. The page description reads: "College & University This page was created for the benefit of JCU history students, professors, alumni, and 'friends!'". The page also includes sections for "About", "Photos", "Likes", and "Map". The browser's taskbar at the bottom shows various application icons and the system clock indicating 12:02 PM on 3/26/2013.

## REVOLUTIONARY EUROPE

by Anne Kugler

From about 1750 to about 1850, Europe went through one dramatic transformation after another. All of these changes eventually resulted in the birth of the modern western state in both its best features (advanced technology, democratic government) and its worst (expansionist imperialism, bureaucratic nation-state). In **HS 114, *Revolutionary Europe***, we will explore a variety of primary sources—letters, laws, images, manifestos, and memoirs to name a few—in order to examine the causes and impacts of this series of upheavals. Starting with the intellectual fallout from the Scientific Revolution as seen in the Enlightenment, we will track the course of the French Revolution, Industrial Revolution, and Revolutions of 1848 to discover the fundamental changes and consistencies in how Europeans thought and lived in this messy, tumultuous, revolutionary century. *This course fulfills Division II/S requirements and meets M, W, F 9:00–9:50 am.*




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### HISTORY 5-YEAR MBA PROGRAM

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

Contact the Department Chair, Daniel Kilbride, at [dkilbride@jcu.edu](mailto:dkilbride@jcu.edu) or 397-4773. You may also contact the 5-year MBA program coordinator, Prof. Beth Martin, at [martin@jcu.edu](mailto:martin@jcu.edu), or 397-1530.

Materials can also be found at: <http://sites.jcu.edu/history/pages/prospective-students/5-year-history-bamba-program/>

## TWENTIETH CENTURY GLOBAL HISTORY



by Luke Reader

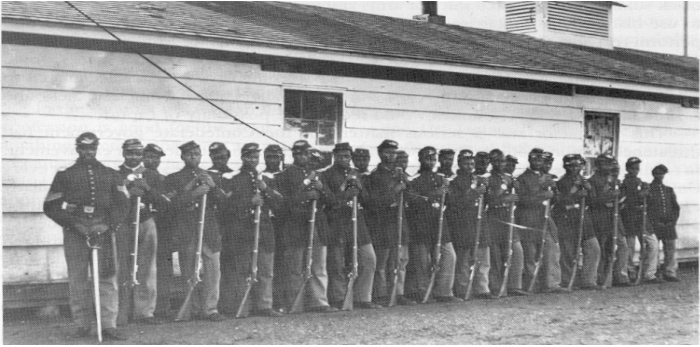
The twentieth century was a period of history marked by the movement of ideas: imperialism and anti-imperialism, communism and fascism, nationalism and internationalism, and cultural exchange and global responses to capitalism. These developments had the power to affect the lives of hundreds of millions of people living across the world. This introductory course, **HS 120, *Twentieth Century Global History***, studies the ideas that defined the world in which we live today. Some of the themes we will focus upon include ideology, revolution, imperialism and decolonization, international government, and movements of ideas as diverse as feminism, racism, environmentalism and popular culture. Through a series of primary source readings, historical texts, films, and other cultural artifacts, we will discuss the circulation of intellectual ideas and their consequence during the last century. This course fulfills the II/R requirement of the core. Class meets T, R 12:30-1:45 pm.

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*A good leader can engage in a debate frankly and thoroughly, knowing that at the end he and the other side must be closer, and thus emerge stronger. You don't have that idea when you are arrogant, superficial, and uninformed.*

[Nelson Mandela](http://www.brainyquote.com/)  
<http://www.brainyquote.com/>

## JOIN THE RANKS!



by Dan Kilbride

**HS 131** is a survey of *African-American* history from the beginnings of the United States through the modern period. It will focus on the ways in which peoples of African descent have debated about how to confront the special challenges they have faced in a country into which they were originally brought as slaves and in which they have for the most part been seen as objects of scorn or, at best, pity. These situations have forced African-Americans to reflect critically and creatively about their place in the United States. In the decades before the Civil War, African-Americans focused on how to confront slavery, the place of free people of color in a slave society, the roles of black abolitionists in an international antislavery movement, and their identity as Africans, Americans, or something in between. Freedom, achieved as a result of the Civil War, brought on new challenges. Black people had to struggle to maintain the rights they had acquired during Reconstruction, but they also had to decide how to meet new efforts to enforce customary and legal forms of discrimination. In the twentieth century, African-Americans debated their relationship to Africa, the frustrating lack of progress in changing white attitudes towards race, and the orientation to people of color to the growing international presence of the United States. The last third of the course will focus on the post-1950s struggle for equality, in which arguments about violence, nonviolence, and the relationship of the freedom movement to other reform impulses, like the antiwar and feminist movement, became paramount. The course will be run unconventionally, with debates, class discussions, and research projects taking the place of exams, lectures, and the other usual stuff. *The class fulfills Division II/D/H of the core curriculum.*

## A RETRO LOOK AT SPORTS



by David Robson

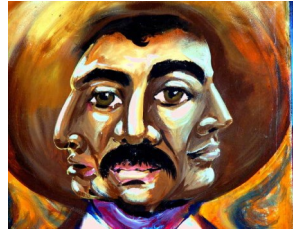
If you read the sports section of the newspaper (are there other sections?), you know that contemporary sports reflect the emphases and problems of the rest of American society. Issues of racism, sexism, violence, drugs, the love of money over all else, civic pride, nationalism—they are clearly evident, as are many more not mentioned here. Yet, for all their entanglement with the problems as well as the opportunities of our times, we love our games.

We root passionately for our school, city, and national teams. We admire athletic skill, as well as character traits that contribute to personal and team success. And many of us play ourselves, with varying degrees of skill, because we enjoy the activity. Very often, ours is a love-hate relationship with sports.

**HS 155, *Sports in American Society***, proposes to examine the reasons for that relationship, and do so in a historical context. It will explore the historical development of American Sports Culture to discover how contemporary practices and problems evolved. In the process, we may learn something about the larger society. The course will emphasize class discussion, will make use of audio-visual materials, will require a writing project or class presentation, and will feature take-home exams. *This course fulfills Division II requirements and meets T, R 9:30 -10:45 am.*

*Sports are a microcosm of society.*  
*Billie Jean King*

## SO WHAT KIND OF HISTORY IS THIS ANYWAY?



by Bob Kolesar

The Border/La Frontera?? What's that? American History? Latin American History? Transnational History? Global History? All of the above, and Future History, too.

Geographically and chronologically, **HS 168, *The Border/La Frontera***, will focus on the states and people (both U.S. and Mexican) along the 2000 mile border drawn at the end of the war between the two nations in the mid-nineteenth century. Since then, the region has been a zone of conflict and accommodation between "two Americas" (Anglo and Latin) and increasingly, between the global North (often called the First World) and the global South (often called the Third World). Especially since the 1960s, what Mexicans call "La Frontera" has been a magnet for migrants from throughout Mexico, and even further south, because of industrial jobs in Mexican border cities such as Ciudad Juarez, Nogales, and Tijuana, as well as the proximity of the United States.



Socially and culturally, the course will focus on the cultural intermingling that have made this a region unto itself, one that draws from antecedents rooted in both Mexican and US histories, as well as the enormous social problems caused by rapid growth and the imposition of a militarized border. In our increasingly globalized and hybridized world, the problems, potentials, and disjunctions evident on the border may very well be one of your best introductions to Future History!

The course carries Division II core credit, as well as International (R) and Diversity (D). *Section 51 meets T, R 11:00 am-12:15 pm.; section 52 meets T, R 2:00 pm-3:15 pm.*

## WALK A WILD MILE IN SOMEONE ELSE'S SHOES



by Bari Stith

Spend the semester exploring the life and times of your favorite nonfiction historical character as you put yourself in their shoes then use that experience to help others appreciate the American past. Dig into the influence of a relationship or a historical period to help explain human motivation while practicing the art of conversation and body language for a time gone by. Explore the power that objects and costuming bring to our understanding of the past as well as ways to use them to set the presentation stage for a variety of audiences.

**HS 195A, *Living History***, in the forms of first and third person interpretation, is an increasingly popular method of presenting people from the past to the public at heritage sites. It relies upon scholarly research for a vibrant storyline, immersion in the culture of another time and place, and an array of interactive communication techniques and strategies. Professional living history began developing in the 1960s and is currently in use at premier sites such as Colonial Williamsburg, Plimoth Plantation, and Indiana's Conner Prairie. We will make use of our rich Northeastern Ohio historical sites as we explore this method for bringing history to life.

So take a close look at your shoes and let your imagination go wild. What kind of a pair would you like to wear for time traveling this fall semester and what person would you like to be as you walk back in time in someone else's shoes? *The course qualifies for Division II requirements and meets T, R 5:00-6:15 pm.*

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*If we cannot now end our differences, at least we can help make the world safe for diversity.*

*John F. Kennedy*

## MODERN AMERICAN CONSERVATISM

by Michael Bowen



**HS 195 B, *Modern American Conservatism***, will examine the growth and development of the conservative movement from the 1920s through the present day. The course will be part intellectual history, part social history, and part political history. We will read the works of important conservative thinkers like F.A. Hayek, William F. Buckley, and Murray Rothbard; and track the development of libertarianism, the Religious Right, and neo-conservatism; and examine the careers of Right-wing politicians like Barry Goldwater, Ronald Reagan, and even George W. Bush. We will critically engage and debate the Right's take on important issues. This course will approach the subject from an objective perspective, so individuals of all political persuasions are encouraged to sign up. *The course fulfills Division II and meets M F from 2:00-3:15 pm.*

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### BRIDGING THE GAP WITH..... HISTORY

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

Aging Studies  
Catholic Studies  
Community Service  
East Asian Studies



International Studies  
Latin American Studies  
Modern European Studies  
Perspectives on Sex and Gender  
Women's and Gender Studies





## AN INSIDER'S VIEW



**Nelson Mandela spent 27 years in prison between 1962 and 1990**

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 197B, *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 16<sup>th</sup> century to the present.

*Section 51 meets M, W, F at 9:00-9:50 and qualifies for Division II, R, and H. Section 52 meets M, W, F from 10:00 am-10:50 and qualifies for Division II and R requirements.*

## EARLY AMERICA TO 1877

by Mike Bowen

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 we 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. *The course fulfills Division II requirements. Section 51 meets T, R 2:00-3:15 pm; section 52 meets T, R 3:30—4:45 pm.*

**ARE YOU THINKING  
ABOUT DECLARING  
YOUR MAJOR?  
THINK ABOUT .....**



## SO YOU WANNA BE A HISTORY MAJOR?



by Malia McAndrew

**HS 261, *History as Art and Science*** - This course introduces students to historical research methods and familiarizes them with the tools and techniques that professional historians use to study the past –consider it boot camp for history majors! In this class you will learn how to become a better researcher, how to become a better writer, and how to develop historical habits of mind. That is to say, you will learn how to conduct archival research, how to assess primary documents, how to judge conflicting interpretations about the past, and how to create a polished piece of historical scholarship. If you've ever thought about pursuing a career as an archivist, librarian, professor, academic researcher, or in other history-related field, consider this course a primer for developing the proficiencies needed to succeed in your professional life. This class fulfills the W requirement of the Core, and meets M, F 2:00-3:15 pm.

### **Consider History as a double major!**

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

**Please visit the history department website, [www.jcu.edu/history](http://www.jcu.edu/history), talk to a faculty member, or contact the Chair, Daniel Kilbride, at [dkilbride@jcu.edu](mailto:dkilbride@jcu.edu).**

## GLOBALIZATION

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

by Aaron Burkle

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

In **HS 271, *World Geography***, we look at the ways places around the world are similar and different, or, simply put, globalization through the lens of global regions. We will look at what makes up culture and how culture differs around the world, the different political systems and how they interact (positively and negatively), and the global economy – economic development, patterns of trade and international economic organiza-



Fukushima nuclear plant post-earthquake, Japan

tions. One of the most effective ways of studying all this is by applying it to the real world. Class discussions of current world news events keep the students involved and keep the course current; after all, globalization is an ongoing, evolving process. It is far more interesting to see how geographic concepts apply to the real world than simply to learn all the details of one place and then move on to the next: lather, rinse, repeat. My hope for all new World Geography students is that you find this course interesting, that it gives you a greater understanding of the world around you and the many ways that we are all connected and, finally, that it awakens a sense of curiosity about the world and encourages you to be a global citizen, interested and invested in the success of the whole world. *Class meets T, R 12:30-1:45.*



McDonald's restaurant in Beijing, China

## ABOUT CONQUISTADORES, BEAUTIFUL INDIAN WOMEN AND LATIN AMERICAN (ALTHOUGH COLONIAL) *MACHOS*

by Maria Marsilli

Did you know that Christopher Columbus was a Tertiary Franciscan? That Hernán Cortés, the conqueror of Mexico, was a lawyer? That his Indian mistress, *La Malinche*, was an expert war strategist who planned the fall of the Aztec Empire? That more Indians died of common cold than at the hands of the Spaniards? That the sadistic Chilean aristocratic woman known as *La Quintrala* is considered a model of female liberation? That Simón Bolívar thought of

himself as the biggest fool on earth, after Christ and *Don Quixote*? **HS 273, Colonial Latin America: An Overview**, explores the main topics in Colonial Latin America, from pre-Hispanic times to early nineteenth century. This course is an invitation to think through the processes of conquest, colonization, imperial administration, Indian rebellion and independence from a modern perspective.



Attention will be paid to the historical development of gender roles, in other words: what made a woman desirable and a man a *macho* at the dawn of Latin American history? We'll explore path-breaking history texts and use movies as discussion settings. A variety of sources, ranging from chronicles, letters, contemporary drawings, and scholarly pieces will be considered for group discussion. This is a challenging yet friendly class- ---join us in understanding the roots of society, family, and sexuality in modern Latin America! *Section 52 carries Division II, R, D credit and meets T, R 11:00 am-12:15 pm and section 51 has Honors credit in addition to Division II, R, D and meets T, R 9:30 am-19:45 am.*



Codex Kingsborough. Detail of Nahuatl depiction of abusive encomendero.



## HISTORIANS ARE PEOPLE TOO!



In our newest feature of the Historical Inquirer we introduce you to the faces behind those big desks at the front of the classroom. First up is Professor McAndrew. With a Ph.D. in U.S. History from the University of Maryland, Dr. McAndrew is interested in all things related to women, race, gender and politics. As such, she regularly teaches courses that investigate American history and culture from the late 1800s (think: Victorian women in tight corsets) to the present day (Think: Katy Perry...again, in tight corsets). Last fall, Prof. McAndrew was away from campus researching and writing a book manuscript about the history of American beauty culture. But now she is back -- tanned, rested, and ready and teaching courses on African History through Autobiography (HS 197) and the department's historical methods class (HS 261). If you can't wait until September, head downtown to E 4th Street, where you can regularly catch her sipping lattes at Erie Island Coffee or otherwise trying figure out where the other "cool kids" in Cleveland head after work on Thursdays. (YOLO!) Or, you can just hit her up at @Malia\_McAndrew.

# Think HISTORY

## FROM PICTURES OF THE “FLOATING WORLD” TO *MANGA*: JAPANESE POPULAR CULTURE AND “SOFT POWER”



by Roger Purdy

Why and how is Japanese popular culture found the world over? Anime, graphic novels, films, fashion, video games and the iconic “Hello Kitty” has been exported the world over, not only making billions for Japan, but providing the country with a powerful new form of foreign influence: “soft power.”

But the origin of this new global influence is not necessarily found in Japan’s economic miracle of the 1970s, its global economic dominance of the 1980s or even its efforts to climb out of a two decade long recession. *Manga* owe their origin to the drawings of 17<sup>th</sup> and 18<sup>th</sup> century Japanese urban artist. Japanese fashion re-imagines 10<sup>th</sup> century dress of stylish aristocrats. The origin of sushi can be found in pre-modern methods of preserving food. But to make these trends truly global, Japanese traditional culture is repackaged as updated and Japanese products once seen as quaint and exotic are presented as international. As a result “Hello Kitty” t-shirts and book bags are as common in Beijing and Johannesburg as in Tokyo, sushi is sold at *Costco* and *Walmart*, and the works of pop artist Murakami Takashi are exhibited at the Versailles Palace.

Explore the pre-modern, modern and contemporary history of ***Japanese Popular Culture*** in **HS 283**. The course is also a prerequisite to the Spring 2012 Japanese popular culture study tour where students engage in field work to further their investigation in Japanese popular culture. (*Japanese Popular Culture* is team taught and also listed under IC220.) *Class meets M, F 2:00-3:15 pm, and fulfills Division II/R requirements.*



## CHECKLIST FOR HISTORY MAJORS



### **39 credit hours (13 courses)**

- At least 18 hours of which must be at the 300 and 400 level
- At least 20 hours of which must be taken in residence



### **Required courses**

- One 100-level course
- HS 261
- HS 490 or 491



### **At least two courses in each of the following areas:**

- American
- European
- Asian, African, or Latin American



### **Two courses which concentrate on a period before 1800**



### **Two courses which concentrate on post-1800 history**

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

## AT THE DOUBLE QUICK! FORWARD MARCH!



Longstreet's Assault

by George Vourlojanis

Fill your canteen! Draw extra rations and ammunition and mark your calendars! Help repulse Lee's second invasion of our beloved Union. In September Dr. Vourlojanis will be offering the 8th annual **HS 295, *Gettysburg Battlefield Adventure and Tour***. You'll learn how to interpret a nineteenth century battlefield and answer the question, "How did George G. Meade's Army of the Potomac defeat the seemingly invincible Robert E. Lee and his Confederate Army of Northern Virginia?" Travel dates are **September 13-15** and requires permission of the instructor and chair of the History Department. For more information contact: Dr. Vourlojanis at [gvourlojanis@jcu.edu](mailto:gvourlojanis@jcu.edu).



I've DECIDED:  
I'm going to  
major in  
HISTORY!

## HS 301 ANCIENT GREEK HISTORY



aphaia aegina head

by Tom Nevin

This course covers ancient Greek history from the Minoan culture of Crete to the campaign of Alexander the Great in India. Sources shall be literary, philosophical, archaeological, and historiographical. Special attention shall be given to Greek confrontations with others: Trojans, as characterized by Homer; Egyptians, as reported by Herodotus; Persians (the first Iraqis and Kurds), according to Xenophon; and barbaric women, such as the Medea of Euripides. On the domestic front, the others include both Greek women (half-men, says Aristotle) and slaves (walking things). We shall assess what Greek "civilization" means from a perspective different from the commonplace and marmoreal views. Students wishing to take this course for Classical and Modern Languages should sign up for CL 301.

## BOOM AND BUST!



[www.Catalancountries.com](http://www.Catalancountries.com)

by Jim Krukones

These days the European economy doesn't offer a very pretty picture. Turn back the clock about a hundred years, and things look quite a bit different. In 1900, Europe ruled the world not only economically but in just about every other way as well. The succeeding century, however, proved to be especially difficult. During the twentieth century, Europe was plagued by nationalist rivalry and global warfare, both hot and cold. The continent was also hard hit by the Great Depression and was caught up in the rise and fall of fascism and Soviet Communism. In addition, it was challenged by the rebellion of Third World peoples whom it long had held in its imperialist grip. In short, it had problems! Those problems--and how Europe dealt with them, sometimes successfully, sometimes not--make for a fascinating story, populated by a colorful cast of characters. It's recounted--with help from a variety of sources--in **HS 326, 20th-Century Europe**. And here are two bonuses: the course can be applied to a Division II Core requirement, and it carries an "S" (International/Western) designation. *Class meets M, W, F from 2:00-2:50 pm.*

## 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. *Class meets W 6:30-9:15 pm.*



### ***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!***

## VIETNAM-WHERE THE DOMINO FELL

*Come on all of you big, strong men  
Uncle Sam needs your help again  
He's got himself in a terrible jam  
Way down yonder in Vietnam  
So put down your books and pick up a gun  
We're gonna have a whole lotta fun!*

*And it's one, two, three  
Whatta we fightin' for  
Don't ask me I don't give a damn  
Next stop is Vietnam*

by George Vourlojianis

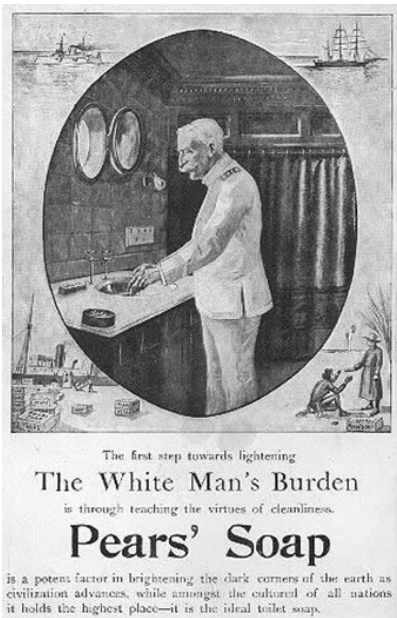
Performed at Woodstock in 1969, Country Joe McDonald's *Feel like I'm Fixin' to Die Rag* became an anthem for a frightened, confused and embittered generation of young Americans. For many of these Americans (and Vietnamese as well) the Vietnam War is a defining moment. In the mid-1960s America was a very patriotic country—our parents had endured the Great Depression and sundered the Axis. We were one of the world's two economic and military super-powers. The election of John F. Kennedy filled the nation with an air of optimism and pride that hadn't been felt in over a decade. How then did we allow ourselves to become immersed *over our heads* in the quagmire and national disgrace that became the Vietnam War. A war whose propagation by deeply divided the country and a war the United States ultimately lost. In **HS 395, Vietnam War**, we will examine the central question that confronts all Americans studying war—How the United States won every major battle in and over Vietnam and yet lost the war. Such a defeat is unprecedented in military history. The war will be viewed from the North Vietnamese and South Vietnamese perspectives as well. There will be guest lectures by those who fought the war and those who fought against it. We will also study the lessons learned (if any) and the changes that resulted from our involvement in Vietnam. The course fulfills Division II requirements. Class meets T, R 3:30-4:45 pm.



Photo by Patrick Christain/Getty Images

## EUROPE AND EMPIRE

by Luke Reader



During the nineteenth century, European nations amassed enormous colonial empires. Why was this? What were the consequences of imperialism for European society and culture? How did Europeans engage with their empires? Did they? These are questions historians have been asking since the period of European empire. In **HS 396, *Europe and Empire***, we will also enter into this debate. In this class, we will examine the ways in which imperialism proved critical to the development of national identity, society, and culture in Europe during the long nineteenth century (1789-1914). We will read novels, watch films, and study historical writings as a means of

understanding the ways in which Europeans engaged with their colonial empires. Over the course of the semester, we will connect evolving ideas of the state to the organization of imperial space and discuss the ways in which nineteenth century liberalism was formed in Europe's colonies. We will see how empire defined expectations of correct gender behavior and sexual practices and consider the consequences for those who transgressed newly developing social norms. Through a range of novels, films, and writings, we will examine the connections between empire and popular culture: theatre, shopping, music, museums and exhibitions, news, art, and books. We will examine views of empire from those on the periphery. Finally, we will consider the connection of emerging human rights movements to efforts to create a more moral approach to imperialism. By the end of the semester, we will understand how the histories of Europe and its empires are interconnected and the consequences of this for our understanding of European history. Class meets T, R 2:00-3:15 pm.

## A WILD BOAR AND THE WHORE OF BABYLON

by Paul Murphy

The Archbishop was under attack for dishonesty and malfeasance in office. The laity attacked the clergy for sexual misconduct and pastoral incompetence. Professors of theology openly challenged the operations of the local Roman Catholic archdiocese. Political leaders called for dramatic changes in how the church operated and what privileges it enjoyed in civil society. Boston in 2002? No, Germany in 1521. The parallels between the current crisis of the Roman Catholic Church in the United States and the religious situation in Europe in the Renaissance and Reformation are numerous. As Yogi Berra might say,



HUTTEN AND LUTHER BOWLING  
AGAINST THE POPE

“It’s déjà vu all over again.” Europe in the sixteenth century underwent a religious crisis the ramifications of which are still with us. A society that had previously been united in a common Church and culture became divided between those who considered each other’s leaders to be either the “whore of Babylon” or a “wild boar loose in the vineyard.” The relationship of Church and State, the internal organization of the churches, the nature of Christian belief, the status of women, the role of the laity, the attitudes of Christians to the non-Christian societies of the world, and the participation of religious people in “Holy Wars” were all prominent issues. The social and intellectual worlds of Martin Luther, Michelangelo, Ignatius of Loyola, and Queen Elizabeth I still hold our interest today. **HS 412, *Reformation Europe***, will examine the religious and political revolutions that swept Europe in the sixteenth century. Class meets M, W 3:30-4:45 pm.



*“No man has a natural right to commit aggression on the equal rights of another, and this is all from which the laws ought to restrain him. ...the idea is quite unfounded that on entering into society we give up any natural rights.”*

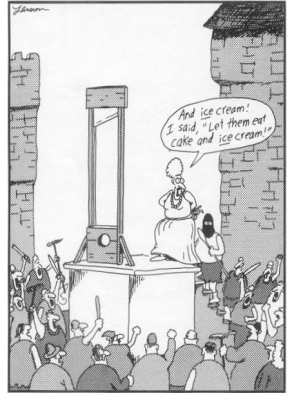
*Thomas Jefferson*



## LET THEM EAT CAKE

by Anne Kugler

Did Marie Antoinette really say that? If she didn't, why would people believe she had? In **HS 417, *The French Revolution and Napoleon***, we will examine the potent class tensions, royal weaknesses, Enlightenment ideas, and economic crises that led to the historical cataclysm known as the French Revolution. When the Revolution began, nobody planned to execute Marie Antoinette. This course will proceed from the fall of the Old Regime in 1789 to explore the subsequent and even more radical phases of the Revolution, from the formation of the French Republic and the debate over universal human rights (including—gasp—for women!), through the savage period of the Terror and subsequent reaction in the Directory. Finally, we will look at the impact on France and the rest of Europe of an egomaniacal and extraordinarily talented Corsican general who rose out of the disillusionment of the Directory to rule a vast French Empire. Whether he furthered or destroyed the Revolution is for you to decide! Class meets M, W, F 11:00 am-11:50 am.



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



*Have a riot as a History major!*

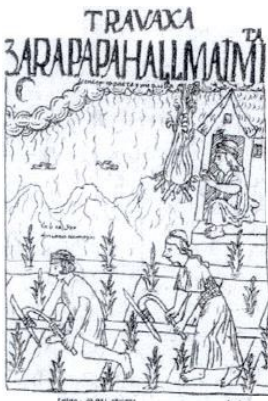
## BECAUSE IT JUST SIMPLY WON'T GO AWAY... CAN WE RETHINK THE INCAS?

by Maria Marsilli

Did you know that the germs carried by a handful of Spaniards conquered the mighty Inca Empire? The millions of subjects of the powerful semi-god Inca ruler fell not to the Europeans' swords but to the invisible foe brought by the invaders. Hundreds of years after the collapse of the Inca Empire, Andean peasants still gather their energies in the name of the Incas, ordinary people dream about Incan times as a golden age, and shrewd politicians name themselves heirs to the Incan splendor. So what is it about the Incas that excite our imagination? **HS 476, *In the Name of the Incas: From Imperial Splendor to Colonial Collapse and Messianic Returns***, explores manifold answers. The course traces the mythical origins of the Incas, their remarkable accomplishments, and the tragedy of their defeat. The religious basis of their Empire will be carefully explored by reassessing unknown religious practice, like child sacrifices. The use of the Incas by both Andean "paganism" and the militant Catholic Church will provide an alluring discussion setting. Also, changes in women's roles as a result of the conquest will receive our attention. Anti-colonial-clerical rebellions accomplished in the name of the Incas will be used to understand the messianic appeal that the Incan model of social organization holds even today. A basic ingredient of our exploration will be giving the protagonists a chance to defend themselves. Therefore, primary sources produced by Indians, Spaniards, zealous idolatry extirpators, native witches, and modern Andeans will receive our attention. This is an exciting multidisciplinary course that will challenge your imagination. It is a fascinating window into how and why the most popular ingredient in common people's dreams is...history.



Machu Picchu survives as the most famous legacy of the fated Inca empire.



What? Nobody told you that? *Class meets T, R 12:30 -1:45 pm.*

## MARCH!



Members of the military band perform during a dress rehearsal at the U.S. Capitol in Washington January 13, 2013. The official inauguration and swearing-in will take place on January 21, 2013. (Mike Theiler/Reuters)

by Dan Kilbride

If HS 261 is like boot camp for history majors, HS 490 is like a dress parade (or combat, if you prefer): your opportunity to show off what you have learned. For four years, you have done a lot of writing. You've read a lot of complex materials and had to assess them critically, not merely with the goal of memorizing dead facts. We have asked you to reflect on how a historical perspective has encouraged you to reflect on the ethical dimensions of the human experience, and on your own ethical development. You may have given some oral presentations, and you probably have seen your instructors making connections between history and other disciplines, like political science, philosophy, and literature. You have, we hope, been able to develop a concentration in some favorite area of history, like the history of women, military history, or European history. Although why anyone would want to concentrate in European history, I can't imagine. In **Senior Seminar, HS 490**, you will be able to cap off your experience as a history major by designing a research project, or projects, that expand on your area of interest. You will have the option of writing the traditional research essay that combines your understanding of the appropriate historical literature with primary-source research or you may choose a variety of smaller, more focused projects such as designing a website, applying for a grant, or drawing up a lesson plan. *Class meets M, W 3:30-4:45 pm.*

## DO YOU HAVE WHAT IT TAKES FOR AN INTERNSHIP?

Gain useful job skills, preserve the past, AND earn three hours\* of history credit by signing up for **HS 498, *Internship***, at one of Cleveland's significant historical institutions. Learn how to preserve manuscripts and archives or design a museum exhibit at the Western Reserve Historical Society, the Cuyahoga County Archives, the Great Lakes Historical Society-Inland Seas Maritime Museum, or other institutions. Hale Farm of the Western Reserve Historical Society offers these new internship opportunities: costumed interpretation, museum education, historic gardening, and historic preservation of buildings and grounds.

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

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

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### Internship requirements include these:

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

See the Department Chair, Dr. Daniel Kilbride, for a complete list of possible internships that are available.

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

## HISTORY MAJORS....*WHERE ARE THEY NOW?*

Tom O'Flaherty, class of 2007

My career path since graduating from JCU in 2007 really illustrates the absolute value of the kind of research and critical thinking skills that the history major delivers. In a world where people are told not to consider majoring in the liberal arts, it's important to understand that majors like history don't focus on the memorization of dates and names. Rather, the history major helped me develop skills that enabled me to meet a variety of situations that required creativity to find the best solution. After receiving my BA in history, I took another year to earn a master's degree in Education. I headed to Arizona, where I taught for three years in a Title I public high school. I worked with kids of all different backgrounds, teaching world history, US history, and government at a variety of grade levels. I decided to explore a career change, so I moved to Los Angeles, where I am currently a studio teacher. I tutor child actors on television and movie sets, working with production companies to ensure that child labor laws are enforced. What I have learned from JCU's history department is not so much that there's a linear progression from a degree to a career: it's how you use that degree. It turns out that reading books and articles and writing papers has a payoff: it prepares you to meet the challenges you will face when you step out of the college doors into the real world.



---

*Congratulations to Dr. Anne Kugler  
recipient of the  
2013 Distinguished Faculty Award!*

## Fall 2013 Course Offerings

Course	Sect.	Core	Instructor	Days	Time	Course Title	Cr.
HS 114	51	II S	Kugler	M	F 9:00 am-9:50 am	Revolutionary Europe	3
HS 120	51	II/R	Reader	T	12:30 pm-1:45 pm	20th Century Global History	3
HS 131	51	II D H	Kilbride	W	11:00 am-11:50 am	African-American History	3
HS 155	51	II	Robson	T	9:30 am-10:45 am	Sports in American Society	3
HS 168	51	II D R	Kolesar	T	11:00 am-12:15 pm	The Border/La Frontera	3
HS 168	52	II D R	Kolesar	T	2:00 pm-3:15 pm	The Border/La Frontera	3
HS 195A	1	II	Slith	T	5:00 pm-6:15 pm	Living History	3
HS 195B	51	II S	Bowen	F	2:00 pm-3:15 pm	SP TP: Modern Amer. Conservatism	3
HS 197B	51	II R H	McAndrew	W	9:00 am-9:50 am	African History Through Autobiography	3
HS 197B	52	II R	McAndrew	W	10:00 am-10:50 am	African History Through Autobiography	3
HS 201	51	II S	Reader	W	8:00 am-8:50 am	Western Civilization to 1500	3
HS 201	52	II S	Reader	W	9:00 am-9:50 am	Western Civilization to 1500	3
HS 211	51	II	Bowen	T	2:00 pm-3:15 pm	History of the U.S. to 1877	3
HS 211	52	II	Bowen	T	3:30 pm-4:45 pm	History of the U.S. to 1877	3
HS 261	51	W	McAndrew	F	2:00 pm-3:15 pm	History as Art & Science	3
HS 271	51		Burkle	T	12:30 pm-1:45 pm	World Geography	3
HS 273	51	II R D H	Marsilli	T	9:30 am-10:45 am	Colonial Latin America	3
HS 273	52	II R D	Marsilli	T	11:00 am-12:15 pm	Colonial Latin America	3
HS 280	51	II R	Purdy	W	10:00 am-10:50 am	Modern East Asia	3
HS 280	52	II R	Purdy	W	11:00 am-11:50 am	Modern East Asia	3
HS 283	51	II R	Purdy	F	2:00 pm-3:15 pm	Japanese Popular Culture	3

\*\* Prerequisite: EN 103/112 or 111/112 or EN 114/116

Cross-listed as IC220 and SC 253

HS 295	1	Vourfjoianis							Sp. Topics: Gettysburg Tour	1
HS 301	51	Nevin	T	R		9:30 am-10:45 am			<b>Instructor or Chair permission required</b>	3
									Ancient Greek History	
HS 326	51	Krukones	M	W	F	2:00 pm-2:50 pm			Twentieth Century Europe	3
HS 342	1	Kolesar		W		6:30 pm-9:15 pm			Immigrant America	3
HS 395	51	Vourfjoianis	T	R		3:30 pm-4:45 pm			Vietnam War	3
HS 396	51	Reader	T	R		2:00 pm-3:15 pm			Sp. Tp: Europe & Empire	3
HS 412	51	Murphy	M	W		3:30 pm-4:45 pm			Reformation Europe	3
HS 417	51	Kugler	M	W	F	11:00 am-11:50 am			French Revolution & Napoleon	3
HS 476	51	Marsilli	T	R		12:30 pm-1:45 pm			In the Name of the Inca	3
HS 490	51	Kilbride	M	W		3:30 pm-4:45 pm			Senior Seminar	3
HS 491	51	Kilbride							Senior Thesis	3
									<b>• • Prerequisite: HS 261 and 5 courses in the History Major • •</b>	
HS 495	51	Bowen	M	W	F	1:00 pm-1:50 pm			<b>Instructor permission required</b>	3
HS 496	1	Zarzczyzny		R		6:30 pm-9:15 pm			Sp. Topic: Mod. American Conservatism	3
HS 498	1	Kilbride							Sp. Tp.: Empires of the Ancient World	3
HS 511	1	Zarzczyzny		R		6:30 pm-9:15 pm			Internship	3
HS 541	1	Kolesar		W		6:30 pm-9:15 pm			Sem: Tdgs in Medieval & Early Mod Eur. <b>• • Chair permission required • •</b>	3
HS 599	1	Kilbride				6:30 pm-9:15 pm			Sem: Rdgs. In Modern American History	3
									Master's Thesis	6





## ALEXANDER, CAESAR, AND YOU?!

by Matthew Zarzeczny

Roman Emperor Marcus Aurelius said, “Look back over the past, with its changing empires that rose and fell, and you can foresee the future, too.” Over 2,000 years ago, much of the human species was contained within imperial political systems, from the Roman Empire in



western Eurasia (centered on the Mediterranean Sea) to the Han Empire in eastern Eurasia (centered on the Central Plain of northern China). These and other earlier empires resulted from a gradual coalescing of a large number of smaller polities into a handful of large imperial states. In the Mediterranean, after the creation of the Persian Empire (6th c. BCE) and its subsequent conquest by Alexander the Great (334-330 BCE), many of the Hellenistic successor states to the Persian Empire (3rd to 1st c. BCE) created by Alexander's generals were

eventually taken over by Rome. By exploring the history of major ancient empires, including those of Persia, Macedonia, and Rome, this course probes key characteristics of imperial rule, as well as differences between one empire and another. The course, **HS 496, *Empires of the Ancient World***, essentially asks: What are empires? How do empires impose and maintain their authority? How do empires deal with those heterogeneous peoples, religions, races, and cultures they conquer and incorporate into their fold? Who is driven to resist imperial power, how do they resist, and what other forces lead empires to dissolve? As such, this course examines world empires in comparative perspective. Students will be introduced to the rise, perpetuation, and disintegration of ancient empires with the help of classic and contemporary studies on the nature and functions of empires to learn to think critically and comparatively about empires in world history.

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### A Liberal Arts Foundation

*William Pannapacker, a columnist for The Chronicle of Higher Education, is an associate professor of English and director of the Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities at Hope College in Holland, Mich. He is on Twitter.*

Updated March 25, 2013, 11:09 AM

There are no guarantees for young people now when it comes to using college to prepare for a job. The world is changing too quickly to make reliable predictions. Assume that you will have many careers, and that you will need to find ways to adapt your talents to the world's needs.

I believe the best place to do that is a liberal arts college.

But they are not all the same. You should look for ones with distinctive missions that support your beliefs and aspirations. Whatever your field, consider colleges that offer programs of faculty-student collaborative research and that encourage experiential education in the workplace. Such programs allow students to become actively engaged in their own learning and prepare them to become functioning professionals — with a portfolio of real accomplishments — before they graduate.

Don't be the English major who says, 'I'm scared of math and computers.' Don't be a chemistry major who says, 'I never read books.'

When it comes to choosing a major, you should engage with things that you care about, that interest you and that will produce your strongest efforts. Your major must not be the path of least resistance or an excuse for narrowness. Don't be the English major who says, "I'm scared of math and computers." Don't be a chemistry major who says, "I never read books."

Become the kind of person who is interested in everything and can do anything.

I keep hearing the same thing from potential employers: "We love students with liberal-arts degrees. They are curious; they know how to ask good questions. They know how to conduct research. They are effective writers and speakers. And they learn quickly."

All good news, so far, for those of us who support traditional liberal-arts education. But there's more:

"So I'd love to hire your students," they say, "provided they can also help us fix this Web site, handle our social media, help us with fund-raising, and maybe even cultivate some new clients. Do you have anyone like that? We can only hire one person."

For a growing number of liberal arts colleges, the answer is an emphatic "Yes, we do." We have students who have been doing those things all along, and they can prove it. Liberal-arts colleges are now engaging with the "digital humanities." Simply put, that means we are producing history and music majors who are as good at working with technology as they are at developing research projects and performing on stage. They are prepared for graduate school, but they are equally prepared for the workplace, and they think like entrepreneurs who are used to bootstrapping.

In a period of rapid, unpredictable change, a combination of traditional liberal-arts education, collaborative research, workplace experiences, and a "can-do" attitude is the safest bet for future employment, as well as the foundation for good citizenship and a life that's engaged with culture and thought.



# STOP

**Go back to page 8 and check out the requirements needed to apply for the Kerner Scholarship!**

---

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

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

## All the classes that're fit to take!

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

[www.jcu.edu/history](http://www.jcu.edu/history)

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

### Summer/Fall 2013 edition

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

[www.jcu.edu/history](http://www.jcu.edu/history)