

"All the  
classes  
that're fit  
to take"

Department of History  
**The Historical Inquirer**  
Summer/Fall 2012  
Course Offerings

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

## From the chair

by Dan Kilbride

I'd like to dedicate this edition of *From the Chair* to highlighting some of the new things, and some of the old things, that are going on in the history department for the fall 2012 semester.

History faculty are offering two new courses at the introductory level this fall. Jim Krukones, who is particularly interested in the history of film, is introducing a class that looks at how films have depicted historical personalities. *Biopix: Historical Heroes and Heavies on Film* (HS 196C) examines the tensions between historical accuracy and dramatic imperatives in filmmaking. The course meets once a week, on Thursday nights, to allow films to be screened in their entirety.



Other members of the faculty are teaching courses that have not been offered in a while or ones that have been significantly retooled. Among these is Bob Kolesar's *New Deal America* (HS 441), a course that focuses attention on the era of Franklin Roosevelt. And Anne Kugler has relabeled a course once entitled *Women in Antiquity* to *Women in Ancient Greece and Rome* (HS 196A) to more narrowly focus on the lives of women in those two centers of ancient European civilization.

Naturally, those are not the only courses being offered by the history department. As you look at the fall course offerings, you may be surprised by the wide variety of courses beyond Western Civilization and the U.S. History survey (both of which we do offer, by the way). Rather, our customary practice is to supplement those old standards with fresh and exciting topical classes that offer students new perspectives on the past, allow our faculty to teach courses in their areas of expertise, and still allow students to satisfy their core curriculum needs and take courses that meet their interests. So think

Continued on page 2

From the Chair, continued

about trying out a class like *Introduction to Human Rights* (HS 125), *Trails West* (HS 195), or *Roman History* (HS 302).

I'm going to move on to discuss some specific programs. As always, more information on these is available at the department's website, [www.jcu.edu/history](http://www.jcu.edu/history).

The History department has engaged in some exciting partnerships across campus to better meet the needs of students. We collaborate with the program in non-profit management to offer a 5-year BA/MA program in history/non-profit management, and with the Boler School of Business to offer a 5-year BA/MBA in history/business administration. For information about how to get into these programs, please see either the HS dept. chair, Daniel Kilbride ([dkilbride@jcu.edu](mailto:dkilbride@jcu.edu)/397-4773/B-261) or the program coordinators: Elizabeth Stiles (MA in Nonprofit Mgt., [estiles@jcu.edu](mailto:estiles@jcu.edu)); or Beth Martin (MBA, [martin@jcu.edu](mailto:martin@jcu.edu)). Nonprofit's webpage is <http://www.jcu.edu/nonprofit/>; the 5-year MBA's is <http://sites.jcu.edu/boiler/pages/our-future-graduate-students/5th-year-mba/>.

The department is pleased to announce a new scholarship for its majors. For many years we have awarded two Kerner Scholarships to deserving senior history majors, but in 2012 we are introducing a new award: The **George Vourliojianis Scholarship**, which provides funds to cover the cost of history course books for a junior history major for the fall semester. More information is available inside these pages.

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





**SUMMER I                                      Start Date: May 14                                      End Date: June 14**

Course	Core	Instructor	Course Title	Days	Time	Cr.
HS 202-51	II/S	Kugler	Western Civilization	MTWH	10:20 am-12:30 pm	3
HS 343-1/51	D/II/R	Kilbride	Slavery & Abolition	MT H	6:30 pm-9:20 pm	3
HS 531-1		Kilbride	Sem: Slavery & Abolition	MT H	6:30 pm-9:20 pm	3

**SUMMER II                                      Start Date: June 18                                      End Date: July 19**

HS 196-1	II/S	Zarzeczny	Sp. Top.: World Wars 1689-1945	M W H	6:30 pm-9:15 pm	3
HS 211-51	II	Vourlojianis	History of US to 1877	MTWH	10:20 am-12:30 pm	3

**SUMMER III                                      Start Date: July 23                                      End Date: August 16\***

HS 120-1	II/S	Berg	20th Cent. Globalization	M WH	6:00 pm-9:20 pm	3
HS 342-1*	II/D	Kolesar	Immigrant America	MTWH	6:00 pm-9:40 pm	3
HS 531-2*		Kolesar	Rdgs. In Modern Amer. History	MTWH	6:00 pm-9:40 pm	3

\* This course meets the first three weeks of Summer III

**Start Date: July 23      End Date: August 9**

## Global History

by Matt Berg

Colonial expansion, international warfare, revolution, crimes against humanity, terrorism, cultural change: the twentieth century world has seen more dramatic and more rapid developments than any other era, and the impact of these developments have been felt more quickly spread across the world—affecting hundreds of millions of people—than at any previous point in human history. This intensive introductory course, **HS 120, 20th Century Global History**, will provide background to industrialization and colonial expansion, and will examine how these factors contributed to global conflict, revolution, the Cold War, and new paradigm shifts. Historical texts, literature, and film will help students confront these challenges and provide the basis for discussion and debate. This course is designed for non-majors, and is a perfect way to fulfill your history and your "R" requirements, and will be offered in summer session III.



## 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 Summer session III.*



## World Wars 1689-1945

by Matthew Zarzeczny

This course covers a series of international conflicts that primarily involved European countries, but due to their colonial empires also involved the larger world with major theaters of fighting occurring on a global scale. **HS 196C, World Wars 1689-1945**, will be divided into two main sections. The first covers the period of The Second Hundred Years' War from 1688 (the start of The Nine Years' War) through 1815 (the end of The Napoleonic Wars). This half of the course addresses the global colonial rivalry between Britain and France that started as a rivalry between Louis XIV of France and William III of England eventually ended with a British victory. The second half of the course covers The Second Thirty Years War, a periodization sometimes used to describe World War I, The Spanish Civil War, and World War II. In this era from 1914 to 1945, Britain and France were no longer the primary antagonists, but rather allied against first the Second German Reich and its allies and then the Third German Reich and its allies. World Wars 1689-1945 will demonstrate that despite its title of World War I, that conflict was hardly the true "first world war". Classes will consist of a blend of lecture, discussion, documentaries, and films as well as my various historical artifacts (such as actual coins minted during the wars) that I have collected and that are associated with these struggles. Students will consider what changed over the course of these long conflicts, what motivated leaders and peoples to endure through such lengthy struggles, and finally in the course's conclusion what would be the consequence of similar global conflicts in the future. Offered in summer session II, HS 196 meets the core requirement for II/S.



Rails, Press/Popperfoto/Getty Images.  
At the outbreak of the three-year Spanish Civil War in 1936, a woman led men through Madrid.

*Have a riot as a History major!*

## The Peculiar Institution

by Dan Kilbride

Before 1800 about 80% of people coming to the Americas from the eastern hemisphere were not Europeans – they were Africans. They came over involuntarily, as slaves, and the vast majority of them were put to work in plantation agriculture, mostly involving the

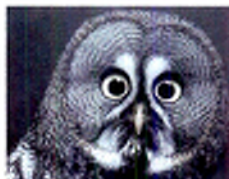


production of sugar. This practice was an extension of a long history of slavery in human history. It was also immensely profitable for plantation owners, African slave merchants, and the Europeans who ferried slaves from Africa to the New World. Yet in roughly a 100-year period following the American Revolution, this apparently healthy and lucrative system came crashing down, as one slave society after another abolished the institution (or had it abolished for them). HS 343, **Slavery and Abolition**,

studies the development, maturation, and decline of slavery throughout the Americas. Although we will consider the case of the United States (the largest slave society in the western hemisphere by 1800), most of our time will be spent in Africa, Brazil, and the Caribbean. This course meets Division II core requirements as well as D or R and is offered in summer session I.

**Do you have questions about becoming a History major?**

***Stop by the History Department and have your questions answered by the Chair, Daniel Kilbride, or any of the History Department faculty members.***



**FR. HOWARD J. KERNER SCHOLARSHIP APPLICATION**

**IS NOW AVAILABLE ON-LINE**

**<http://sites.jcu.edu/history/kerner-scholarships/>**

## 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 13<sup>th</sup>. Applications are available from the secretary of the Department of History. 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.*

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

# History Does Pay!

Course #	Sect.	Core	Instructor	Course Title	Days	Time	CR
HS 125	51	II R	Berg	Introduction to Human Rights	T R	8:00 AM - 9:15 AM	3
HS 125	52	II R H	Berg	Introduction to Human Rights	T R	9:30 AM - 10:45 AM	3
HS 151	51	II D, S	Kilbride	Atlantic World	MF	2:00 PM - 3:15 PM	3
HS 163	51	II D	Kolesar	Working-Class America	MW	3:30 PM - 4:45 PM	3
HS 170	51	II D, R	Marsilli	Intro to Latin American History	T R	9:30 AM - 10:45 AM	3
HS 170	52	II D, R	Marsilli	Intro to Latin American History	T R	11:00 AM - 12:15 PM	3
HS 195	51	II	Sith	Trails West	T R	3:30 PM - 4:45 PM	3
HS 195	52	II	Sith	Trails West	T R	2:00 PM - 3:15 PM	3
HS 195A	51	II D	Bowen	America in the 60s	T R	5:00 PM-6:15 PM	3
HS 198A	51	II D,S, H	Kugler	Women in Ancient Greece/ Rome	MWF	9:00 AM - 9:50 AM	3
HS 198B	51	II S	Patton	Trials of the Century	MWF	1:00 PM - 1:50 PM	3
HS 198C	1	II S	Krukones	The Biopic: Historical Heroes...	R	8:30 PM - 9:15 PM	3
HS 201	51	IIS	Zarzeczny	Western Civilization to 1500	MWF	9:00 AM-9:50 AM	3
HS 201	52	II S	Zarzeczny	Western Civilization to 1500	MWF	10:00 AM - 10:50 AM	3
HS 211	51	II	Robson	U.S. History to 1877	T R	11:00 AM - 12:15 PM	3
HS 211	52	II	Robson	U.S. History to 1877	T R	2:00 PM - 3:15 PM	3
HS 261	51	W	Kolesar	History as Art & Science	MF	2:00 PM - 3:15 PM	3
				<b>*Prereq: EN 103/112 or EN 111/112 or EN 114/116</b>			
HS 271	51		Burkle	World Geography	T R	12:30 PM - 1:45 PM	3
HS 279	51	II R	Purdy	Pre-Modern East Asian History	MWF	9:00 AM - 9:50 AM	3
HS 279	52	II R	Purdy	Pre-Modern East Asian History	MWF	10:00 AM - 10:50 AM	3
HS 295	1		Vourlojanis	Gettysburg Tour			2
<b>Permission required from Department Chair or Instructor. Travel required—September 14-16. Additional Travel fee. See Instructor for details.</b>							
HS 296	51	II S	Cascani	Century of Italian History 1870-1992			3
<b>* PERMISSION REQUIRED FROM DIRECTOR OF PROGRAM</b>							
HS 302	51	II S	Compton-Engle	Roman History	T R	11:00 AM - 12:15 PM	3
HS 310	51	II S	Kugler	Women in Europe from 1500	MWF	11:00 AM - 11:50 AM	3
HS 336	51	II S	Berg	The Holocaust	T R	2:00 PM - 3:15 PM	3
HS 381	51	II R	Purdy	Japanese History	MWF	1:00 PM - 1:50 PM	3
HS 395	51	II S	Vourlojanis	World War II	T R	3:30 PM - 4:45 PM	3
HS 411	51		Murphy	Renaissance Europe	MW	3:30 PM - 4:45 PM	3
HS 431	51		Robson	Colonial U.S. History	T R	9:30 AM - 10:45 AM	3
HS 438	51		Kilbride	U.S. Civil War Era	T	8:30 PM - 9:15 PM	3
HS 441	51		Kolesar	New Deal America	MWF	11:00 AM - 11:50 AM	3
HS 490	51		Marsilli	Senior Seminar	T R	12:30 PM - 1:45 PM	3
<b>* Prereq: HS 261 and 5 courses in the History major</b>							
HS 491	51		Kilbride	Senior Thesis	TBA	TBA	3
<b>* Prereq: HS 261 and 5 courses in the History major</b>							
HS 498	51		Kilbride	Internship	TBA	TBA	3
HS 531A	1		Kilbride	Sem: Rds in American History	T	8:30 PM - 9:15 PM	3
HS 599	1		Kilbride	Master's Thesis	TBA	TBA	6



## HS125: Introduction to Human Rights



Artforhumanrights-<http://inpattern.com>

by Matt Berg

Practically everybody recognizes that things called "human rights" exist and ought to be respected. But what are they? Where did they come from? Are there rights that every human should have? We might all agree that freedom from slavery is a human right. Yet what about a right to decent and affordable housing? A right to health care? A right to clean drinking water or to adequate nourishment?

This course surveys the development of human rights thinking since antiquity, with special attention to 20<sup>th</sup> century developments that contributed to the United Nations Universal Declaration of Human Rights, as well as recent human rights debates. We will build on our foundation by exploring case studies such as the death penalty, the plight of refugees, humanitarian intervention in conflict situations, forgiveness and reconciliation for past injustices, and torture. Students interested in most any potential major and pursuing most any career path will find the issues informative and relevant. **HS 125, Introduction to Human Rights**, qualifies for "R" and Div. II Core Credit and is cross-listed as PJHR 101.

## 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.

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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.



## The Wages of Whiteness?

by Bob Kolesar

Why has the United States never seemed to have developed a broad-based, sustained working-class social or political movement? Why have 'wedge' issues always seemed to have worked so well in American politics? Why have ordinary Americans lacked many of the basic social welfare protections that workers in other countries have



taken for granted for generations? Why are unions so weak in the United States? How have conservative business interests maintained political and social power?

If these strike you as interesting and important questions, and if you're willing

to consider that racism might have something to do with the answers, then **HS 153, *Working-Class America*** should be a good bet for your fall schedule. It'll also give you Division II core credit and Diversity core credit.

## Preserve the Past and Look to Your Future

The History Department encourages majors and minors to intern at one of many local and state institutions dedicated to historical study. Depending on time committed and workload, HS 491 carries from one to three credits. In consultation with the department chair, students contract with a public history institution, where they engage with the staff in designing displays, planning exhibits, and cataloging archives. Recent interns have planned a summer lecture series on the assassination of President James Garfield, assisted author Tracy Chevalier (*The Girl with a Pearl Earring*) with research at the Hudson Historical Society, planned an exhibit on Cleveland's immigrant heritage at the Western Reserve Historical Society, and conducted research on Irish domestic workers at Hale Farm and Village. For more information on history department internships, see <http://sites.jcu.edu/history/pages/prospective-students/history-major/internships/>.

## 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 Garcia-Bernal playing "Che" for us.



"You got a 'C' in History?? How hard could it be?"

## Trails West

by Bari Stith

Grab your coonskin cap, pack a goodly amount of flour in your wagon, and hitch up your oxen. **HS 195A, *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.



## Far Out, Dude! Check Out America in the 1960s!

Few eras in American history arouse as much interest, passion and controversy as the 1960s. From the Kennedys and Camelot to LBJ and Nixon; from the civil rights demonstrations that rocked the South to the ghetto riots that terrified the North; from the divisions over Vietnam to the sexual revolution; from the British Invasion and the Motown Sound to psychedelic rock; and from *Dr. Strangelove* and *The Graduate* to *Bonnie and Clyde* and *Easy Rider*, the upheavals of the 1960s continue reverberate in our society today.



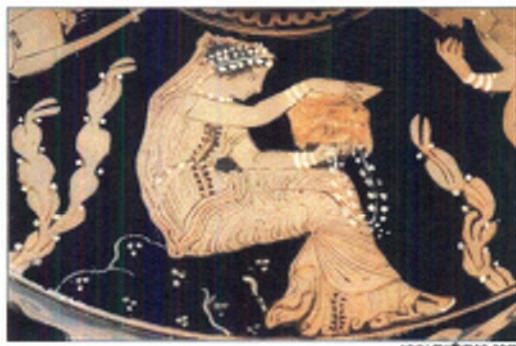
In this class we will take an in-depth look at this tumultuous decade, examining some of the major political, social, cultural, and artistic developments that transformed the country. We will use a variety of approaches to investigate the 1960s including narrative history, autobiography, fiction, and music. Students will have the opportunity to explore and critically analyze topics of interest to them through several short papers. So

if learning about the 1960s sounds cool to you, register for **HS 195B, *America in the Sixties***. It's guaranteed to be groovy, man!

## 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 Ancient Greece and Rome***, 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. This is an Honors course and qualifies for the "H" designation. Once you've taken HS 196A, Aristotle and Aeschylus will never look the same again!

## 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/>

## Trials of the Centuries

by Jack Patton

**ADOLF EICHMANN**  
Engineer of Death

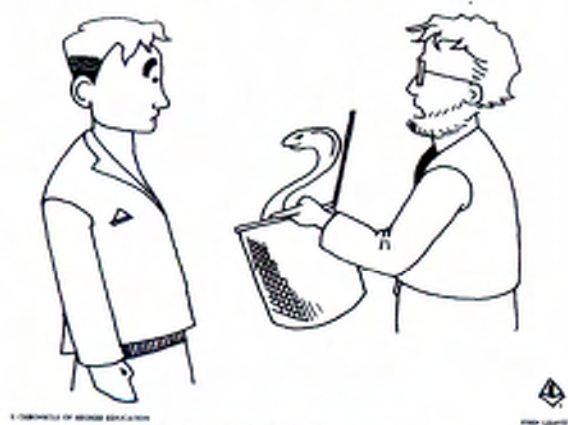


[theageofvolcanoes.wordpress.com](http://theageofvolcanoes.wordpress.com)

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 196B, *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.

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.



"You can take the final or battle the cobra."

## Reel Life



Meryl Streep as Margaret Thatcher in *The Iron Lady*. Warning the bench

by Jim Krukones

Among the most popular and frequently produced films are those that deal with real people. These films—known as “biopix” (biographical pictures)—often focus on celebrities from various walks of life, including politics, sports, and the arts. **HS 196C “Biopix: Historical Heroes and Heavies on Film”** takes a close look at biographical films and measures them against the historical record. Just how accurate are they? A life on screen, it turns out, often has a lot less to do with the actual deeds of its subject and a lot more to do with the era during which it was made. The class will meet one evening each week to accommodate the showing of a variety of biographical films in their entirety. In addition, students will review a biopic of their choice. HS 196C fulfills the Division II requirement in the University Core Curriculum, and its emphasis on European personalities and films has secured it an “S” designation as well. See you at the movies!

*You've gone too far!*

Information about applying  
for the Kerner Scholarship is  
on Page 7!



**HISTORY DOES PAY!**



## 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 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.

## psst--wanna do it? (History, that is)

by Bob Kolesar



**HS 261, *History as Art and Science***, is for those who want to do some history, not just look on. Doing history involves research, writing, and documenting "a true story about the past." To do so, we'll be working with different kinds of sources (research), engaging in historical argument (writing), and of course, supporting it all with footnotes. Required of history majors (the earlier in your major the better) and welcoming to all others. Satisfies the Writing Intensive core requirement, but does not offer Division II core credit.

## 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



Fukushima nuclear plant post-earthquake, Japan

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 internation-

al economic organizations. 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.



McDonald's restaurant in Beijing, China

## The Land Columbus Sought

by Roger Purdy



In 1492 an Italian adventurer called Christopher Columbus sailed West from Spain seeking a better route to the wealth of Cathay. What was this fabulous culture that had awed and obsessed the West since before Roman times and did it live up to the West's expectations? Separated from the rest of the world by deserts, mountains, jungles, and oceans, the cultures of East Asia developed independently of the West. HS 279, *Pre-modern East Asian History*, looks at the development of this region and how it became the immovable object which sought to withstand the irresistible force of the West.

## 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).



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

## At the Double Quick! Forward March!



by George Vourlojianis

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. Vourlojianis 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 14-16, and requires permission of the instructor and chair of the History Department. For more information contact: Dr. Vourlojianis at [gvourlojianis@jcu.edu](mailto:gvourlojianis@jcu.edu).

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## JCU History Majors: Where are They Now?

From Patrick Lynch, class of 2002:

I'm writing this from Abu Dhabi, United Arab Emirates (UAE), where I am participating in meetings representing the US Government and counterparts from the Emirates. I graduated in December 2002. Since that date I have lived abroad for over three years, earned a Masters degree, and traveled to more than 30 nations. While living abroad, in Vienna, Austria, I was employed by the UN's International Atomic Energy Agency (IAEA). Interestingly, in 2005, the IAEA and its Director won the Nobel Peace Prize, as a staff member, I have the privilege of being a part of that accomplishment. I currently reside in Knoxville, TN, where I work for Oak Ridge National Laboratory, sponsored by the Department of Energy's (DOE) National Nuclear Security Administration (NNSA). I am also currently enrolled at the University of Tennessee's PhD Global Security program.

## 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.

## Angel or Demon?

by Anne Kugler



Meek, silent housewife or lustful, emotional shrew—both depictions of women were everywhere in Europe in the sixteenth century. How and why were women envisioned this way? Did women themselves believe these descriptions? Which one, and under what circumstances? On the concrete level, what was women's actual experience of life at home, in the market, in church and in the law courts in the early modern period?

HS 310, *Women in Europe since 1500*, will begin by exploring these questions with the help of primary sources written by men about women, and by women about themselves—from contemporary literature

and conduct books through diaries, letters, and memoirs. Then, we will take up the question of how major events such as the Reformation, French Revolution, Industrial Revolution and the World Wars transformed women's experience and general conceptions of femininity, and how, conversely, this half of humankind affected the course of these major developments in European history.

### ***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!***

## The Holocaust

by Matt Berg

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



## 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.



## 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.

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).



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



**The Japanese Surrender** Representatives of the Japanese government arrived to sign the surrender document on the deck of the battleship Missouri in Tokyo harbor, September 2, 1945. General Douglas MacArthur then made a conciliatory address, expressing hope “that from this solemn occasion a better world shall emerge . . . a world founded on faith and understanding.” A Japanese diplomat attending wondered “whether it would have been possible for us, had we been victorious, to embrace the vanquished with a similar magnanimity.” Soon thereafter General MacArthur took up his duties as director of the U.S. occupation of Japan.

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!

## Who Needs the Da Vinci Code?



by Paul Murphy

The recent success of the mystery novel *The Da Vinci Code* demonstrates, if nothing else, the enduring attraction of the European Renaissance to contemporary Americans. The period roughly from 1350 to 1600 witnessed a flourishing of the arts, the renewal of classical literature, the birth pangs of the modern state, demands for religious reform, new political theories, and the first European encounter with the cultures of Latin America and much of Asia. If we take only the example of the year 1504 this dynamic period can be seen in the simultaneous presence in Florence of the artists Michelangelo, Leonardo Da Vinci, Raphael, and the political theorist and diplomat Niccolo Machiavelli. In Rome Pope Julius II was on the verge of demolishing the most revered basilica in western Christendom – St. Peter's in the Vatican - to construct a larger one to his own glory (and perhaps to the glory of God as well) while riding into battle in full armor. Meanwhile Christopher Columbus lay on a beach in Jamaica which he had just claimed for Queen Isabella of Castile. With history like this, who needs fiction? **HS 411, Renaissance Europe**, will examine this period from cultural, political, religious, and artistic perspectives.

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!

## 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.

### 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, non-profit and NGO work, and education. Visit the History Department website or contact the Department Chair, Daniel Kilbride: [dkilbride@jcu.edu](mailto:dkilbride@jcu.edu)

## The Humpty-Dumpty Period of United States History

by Dan Kilbride

Between 1850 and 1877 the United States broke up, and then all the king's soldiers and all the king's men succeeded, more or less, in putting it together again. Those struggles are at the heart of **HS 438: *United States History, 1850-77***, where we focus on the breakup of the United States, the war that Federals and Confederates fought to decide whether that breakup would stand, and the efforts of both to decide the terms of the reconstruction and reconciliation. The course is divided roughly into thirds, examining the antebellum, Civil War, and Reconstruction periods.



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## Stuff Happened

by Bob Kolesar

Normalcy. Warren Harding. Sacco and Vanzetti. Fundamentalism. Immigration Restriction. KKK. Prohibition. Calvin Coolidge. Scopes Trial. Ford. Jazz Age. Great Migration. Harlem Renaissance. Charles Lindbergh. ERA. Al Smith. Empire State Building. Herbert Hoover. Stock Market Crash. Bonus March. Great Depression. Scottsboro case. Bonus March. FDR. New Deal. SEC. NRA. AAA. PWA. CCC. TVA. Huey Long. WPA. Social Security. Father Coughlin. Alf Landon. Wendell Wilkie. Hoover Dam. SWOC. John L. Lewis. CIO. UAW. Sitdown Strikes. Memorial Day Massacre. Dust Bowl. Okies. Wagner Act. FLSA. Minimum Wage. FHA. Court Packing. Popular Front. Lend-Lease. Four Freedoms. Pearl Harbor. Midway. Zoot Suit Riots. Rosie the Riveter. Braceros. Internment. Double-V. D-Day. Battle of the Bulge. Yalta. Hiroshima and Nagasaki.

The US, 1920-1945. A lot of very interesting stuff to figure out. You'll do so through common readings in primary and secondary sources and researching, writing, and presenting a paper on your own choice of topic (undergrads, about 15 pages, grad students, 20-25 pages. **HS 441, *New Deal America***, MWF 11-11:50.

## Putting Yourself in a Position of Privilege



by Maria Marsilli

**HS490, Senior Seminar**, is the capstone course for History Majors – yes, what sets you aside from everybody else in campus! We will build from your HS261 experience and expertise gained in history courses to discuss the many angles of an engaging topic, the **Go-betweens**. They were those who stood in the middle of two opposing, sometimes competing groups. Go-betweens came in many forms, shapes, and packages: from the well-intended ones (say, the Jesuit missionary working overseas) or the professional ones (the challenged translator,) to the pure selfish, self promoting scoundrels (the sold-out traitor.) Our goal will be to understand how historians identify and explain Go-betweens' actions, as they pertain to the main concepts mixed in the ever-evolving theme of cultural mediation. After you research, read, and write about your favorite Go-between, we will conclude the semester with presentations of your findings in a conference-like setting. So hurry up, there is plenty of good and evil mediators to chose from!



## A JCU History major reflects on her time at JCU

by Jocelyn (Hoffman) Harrington

In January 2006, I transferred to John Carroll University between the fall and spring semesters of my sophomore year of college. I had not yet chosen a career path, and decided to major in a subject I enjoyed—history. The history department really stands out as the reason for my many positive memories of and experiences at John Carroll.



First, the variety of classes the department offers gave me a chance to explore a broad range of subjects. However, the department's requirements were also flexible enough to allow me to pursue my specific interests once I had discovered them. My favorite part of the history classes was the fact that they were small enough that most of the classes were based on challenging reading (for outside of class) and discussion of that reading in class. This type of learning enabled me to gain so much more than just knowledge of the subject matter—it helped me develop the critical thinking and writing skills that

are indispensable not only for historians, but for virtually every profession.

The great classroom environment of all of my John Carroll history classes was supplemented by a solid relationship with my professors outside of class time—another benefit of a small school and a tight-knit community of history majors and professors. At the larger university I attended before coming to John Carroll, I felt anonymous and unacknowledged by my teachers. But all of my history professors at John Carroll were always readily available to help with questions I may have had about class material, or to edit and discuss papers. Their willingness to help has even extended beyond my college career—many of my former professors have been helpful in my pursuit of graduate studies, offering advice and letters of recommendation.

My experience at John Carroll as a history major was so wonderful that I often find myself wishing I could return and once again be a student! However, even as someone who has completed college and is now part of the "real world," the content and skills that I obtained from my time as a history major are essential parts of my daily life.

*Continued on page 31*

Continued from page 30

As a teacher of United States history at the high school level, it was the history classes I took at John Carroll that provided me with a solid foundation of content knowledge and the professional skills necessary to procure a job in these difficult economic times. And the emphasis on critical reading, writing and analysis of sources that was part of my history education inspires my teaching on a daily basis. As a teacher, I try to challenge my students to think beyond rote memorization of the material and prepare them for higher education. When I reflect on my teaching and the goals for my students, I realize that I am working daily to prepare them for the type of education that I received as a history student at John Carroll—an education that emphasizes both the importance of learning objective information *and* the development of superior skills of analysis and critical thinking. As I gain more experience in my profession, I only grow more certain that my time as a history major at John Carroll was one of my best decisions, and a major factor in my present success and contentment as a history teacher.



### Bridging the Gap with.....



Aging Studies

Peace, Justice, and Human Rights

Perspectives on Sex and Gender

East Asian Studies

Latin American Studies

Africana Studies

International Studies

Catholic Studies

Community Service

Modern European Studies

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.

## 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.

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John Carroll University  
Department of History  
20700 North Park Blvd.  
University Hts., OH 44118