

“All the
classes
that’re fit
to take”

The Historical Inquirer

History Department

Summer/Fall2011

Course Offerings

Campus Edition

Mostly sunny
with some
Turbulence
mid-semester
and December

From the chair, Fall 2011

by Daniel Kilbride

Some of you have seen previous editions of the *Historical Inquirer*, but for those of you who haven't, here's what it's about. When you register for courses on Banner, you are presented with a lot of information: course titles, numbers, days, times, credit hours, etc. The course



titles may or may not tell you very much about what you're going to get when you sit down in your desk on day #1. That's what the *Historical Inquirer* is for. Inside, you will find detailed descriptions of what you're going to get in these courses, written by the instructors, in plain English. What, after all, is **HS 112: Prophecy and Order**, all about? Open up and find out. The *Inquirer* also has a lot of additional information: on scholarships and awards available through the history department; details about the major and minor; internships; and announcements from the student history association.

Two brand-new courses are on the fall menu. First, Matthew Berg is teaching two sections of **HS 197A: Introduction to Human Rights** (core div. II/R). In this case, the title is pretty descriptive: you'll get a historical introduction to the concept and development of human rights from ancient times through the present day, with special attention to several recent and contemporary human rights crises. This course is part of the brand-new major program in Peace, Justice, and Human Rights and is cross-listed as PJHR 101, if you would like to take it in that department. For more information on the PJHR program, see <http://sites.jcu.edu/pjhr/>.

For majors, Lee Butler is offering **Pre-Modern Japan (HS 497)**, which focuses on Japanese history before that country's opening to the West in the 19th century. Students interested in Japanese history but looking for div. II (and/or R) core credit should take a look at **HS 283: Japanese Popular Culture**. If you like Godzilla movies, you should definitely consider taking that course.

We are also happy to be offering several courses on African history in the fall. **HS 197B: African History through Autobiography** (II/R), is another good example of a straightforward course title. That course examines the history of the African continent by looking closely at autobiographical writings. It focuses on the recent history of Africa. **HS 343: Slavery and Abolition (II/R/D)** examines the movement of

From the Chair, continued

African peoples to the Americas from the fifteenth through the nineteenth centuries. Geographically the course spans Africa, Europe, and North and South America by examining the rise and fall of plantation slavery. Although a 300-level course, it has core credit – so consider taking it if the topic interests you. Other 300-level classes that have core credit in the fall are **HS 301: Ancient Greek History**, **HS 321: Nineteenth-Century Europe**; and **HS 395, Vietnam War**.

If you are interested in the American Civil War, you ought to consider the **Gettysburg Study Tour (HS 295)**, a 2-credit course led by George Vourlojianis. He'll be driving down the Pennsylvania Turnpike from **Sept. 29-Oct. 2** and leading guided tours of the Gettysburg Battlefield and the U.S. Army Heritage & Education Center in Carlisle, Pa.

Besides these courses, the history department is offering is usual wide variety of courses in European, Latin American, Asian, and United States history. Although we offer the conventional survey courses, like **US History until 1877 (HS 201)** and **Western Civ (HS 201)**, we offer just a few sections of those. Instead, we teach courses that are focused on specific themes and time periods. Whatever your interests, you will be able to find something intriguing in our 100 and 200-level course offerings.

Also inside you will also find a couple of statements from recent history graduates. These alums will tell you about their experiences in the history major and on their career tracks. One of the more frequent questions I hear from students is “what can I do with a history major/minor?” I hope some of these personal statements can help answer that question. But the short answer is that you can do just about anything with a history major that you can do with any other major. Our recent graduates include businesspeople, lawyers, Peace Corps workers, educators, graduate students (in many fields besides history), futures traders, politicians, and officials with international agencies such as the International Atomic Energy Agency.

Finally, consider majoring (including a double major) or minoring in history. Doing a major, double-major, or minor in history in four years is not difficult. The major requires only 39 hours (13 courses; many students already take two for core) and the minor, 18. Please contact the department chair, Daniel Kilbride, at dkilbride@jcu.edu with any questions. Any member of the history faculty will also be glad to help. Also check out our website: the old one at www.jcu.edu/history, and the new one, ready to launch, at <http://sites.jcu.edu/history/>. Plus, the department rewards its majors with a very handsome drinking glass emblazoned with the distinctive history department logo. What else could you want?

From Pole Sitters to Protesters

by Paul Murphy

Since antiquity a prominent aspect of Christianity has been the presence in the church of especially ascetic and apostolic figures, both women and men, who have often formed intentional communities of monasteries and religious orders. These individuals and communities have simultaneously acted as prophetic critics of the church and the world and as strong institutional supporters of the church. They have contributed to the intellectual, cultural, and political development of Western Europe through their work as theologians, spiritual writers, and political theorists. **HS 112, *Prophecy and Order***, will examine the history of religious communities through an examination of these contributions. This will include study of the "desert fathers," the western monasticism, the mendicant movement of the high middle ages, the emergence of active apostolic groups in the modern world, religious communities of women, and contemporary examples of non-traditional intentional communities such as the Catholic Worker Movement and the *Communita' di Sant'Egidio*.



Who Says History Doesn't Pay?

**Information regarding the
Fr. Howard J. Kerner Scholarship
is on page 17.**

History DOES Pay!

Revolutionary Europe

by Anne Kugler



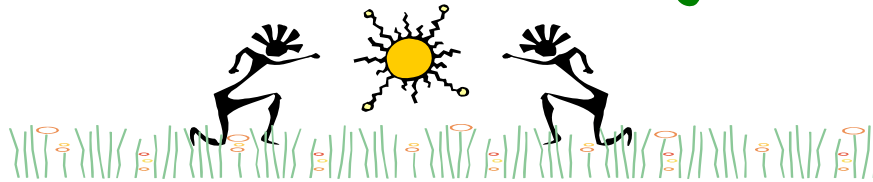
From about 1750 to about 1850, Europe went through one dramatic transformation after another. All of these changes eventually resulted in the birth of the modern western state in both its best features (advanced technology, democratic government) and its worst (expansionist imperialism, bureaucratic 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. *HS 114 is also offered in Summer session I.*

Lovers and Masks

by Bob Kolesar

If you think the joining of racial and sexual stereotypes is a new phase of American culture, think again. In **HS 341, *Race and Sex in American Popular Culture***, we'll see it began with Pocahontas, not L'il Kim or the Sopranos. "American" identity was defined first through confrontation with "Indians." In the nineteenth century, blackface minstrelsy (white actors- - often immigrants- -assuming the roles of blacks on stage) was the most popular form of American culture. From looking at the influence of blackface in novels and stage plays, we'll turn our attention to the explosion of popular culture in music and film in the twentieth century, from Ragtime and Jazz to Rock and Roll and Hip-Hop, from *The Birth of a Nation*, *The Sheik*, *The Jazz Singer*, and *King Kong* to *Mean Streets*, *Shaft*, and *Jungle Fever*. We'll discover that neither "black and white" nor "male and female" have been nearly as "black and white" as most people think in "American" history.

Summer 2011 History Course Offerings!



SUMMER I 5/16 to 6/16

Course/ Section	Core	Instructor	Course Title	Days/ Time	Cr
HS 114-51*	II/S	Kugler	Revolutionary Europe	MTWR 12:00 pm—1:55 pm	3

* Class is also offered in Fall 2011

HS 120-1	II/R	Berg	20th Century Global History	M WR 6:30 pm—9:15 pm	3
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SUMMER II 6/20 to 7/21

HS 197-51		Zarzeczny	SPTP: Greco-Persian Wars	MTWR 12:00 pm-1:55 pm	3
HS 438-1		Kilbride	United States, 1850-1877	M WR 6:30 pm-9:15 pm	3

SUMMER III 7/25 to 8/18 except as noted**

HS 121-1	II/S	Berg	The Cold War	M WR 6:00 pm –9:40 pm	3
HS 341-1**	II/D	Kolesar	Race & Sex in American Popular Culture	MTWR 6:00 pm-9:40 pm	

**** Class meets for the first three weeks of Summer III**

HS 541-1**		Kolesar	Sem: Readings Modern Am. History	MTWR 6:00 pm-9:40 pm	3
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**** Class meets for the first three weeks of Summer III**

Select descriptions of Summer Course Offerings are on pages 4-7.

East vs. West = Fear

by Matt Berg

Long before the “War on Terror” became a collective preoccupation, the Cold War attracted the lion’s share of attention in the U.S. and in many international circles. Being offered in Summer III session, **HS 121, *The Cold War***, is a course that examines the roots of the suspicion and fear, cultural and economic competition, and political maneuvering and military readiness that characterized relations between the Soviet bloc and the U.S.-led West for most of the 20th century. The course makes use of primary source material, documentary film, and background reading to acquaint students with issues of causality, perceptions of threat, the ways societies mobilized themselves against real and imagined adversaries, weapons of mass destruction, and war by proxy during decades in which mutually-assured destruction seemed only as far away as the push of a button. HS 121 carries “S” international designation.



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. This course is being offered in Summer II session.

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 II session, **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.



Do You Have What it Takes For an Internship?

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.

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

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

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

Who Built America?



Photo by Lewis Hines

by Bob Kolesar

*This land is your land, this land is my land
From California to the New York Island
From the Redwood Forests to the Gulf Stream waters
This land was made for you and me*

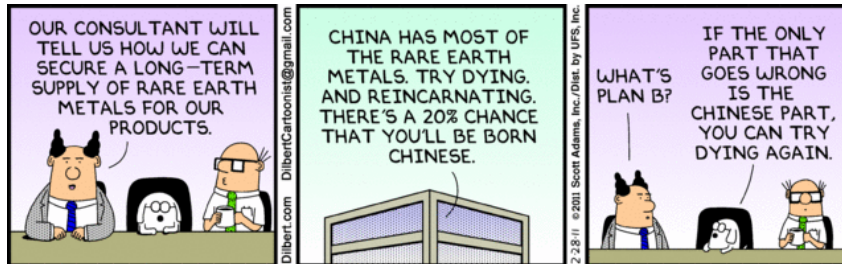
Woody Guthrie

If you think “Great Men” did, then **HS 153, *Working-Class America***, isn’t for you. But if you (like Woody Guthrie) think that indentured servants in Philadelphia and slaves in South Carolina, artisans in the shops of Cincinnati and young women in the textile mills of Lowell, skilled iron and steel workers in Pittsburgh and immigrant laborers in Cleveland, auto workers in Detroit and computer operators in San Jose and salesmen in Chicago and sales “ladies” in New York may all have built America, this course might be for you. Reintroduce yourself to the entire span of “American” history from the perspective of its workers, their individual and collective struggles, their cultures, and their organizations. It might just change your idea of what “America” has been—and is.

Far Away, But Not Long Ago

by Roger Purdy

Dilbert



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

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, non-profit and NGO work, and education.

Please visit the history department website, www.jcu.edu/history, talk to a faculty member, or contact the Chair, Daniel Kilbride, at dkilbride@jcu.edu.

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?

And Then What Happened?



by Marian Morton

At the turn of the twentieth century, the small commercial village of Cleveland had become a booming, heavy industry town with giant factories like the Cleveland Rolling Mills. In 1910, Cleveland was the sixth largest city in the United States; its population of 560,663 had arrived from around the globe, especially from southeastern Europe. These immigrants established neighborhoods and institutions that survive to this day. Cleveland, today, however, is a very different place; it was recently named the poorest big city in the country. How and why did this happen? Find out by signing up for **HS 195B, *History of Cleveland***. This is your hometown for four years so you might as well learn something about it. And since all history is essentially local history, this course is also an interesting way to learn about the American past.

Have a Riot as a History Major!

HS197A: 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 20th 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 197A** qualifies for “R” and Div. II Core Credit and is cross-listed as PJHR 101.

Add History as your Second Major!

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 aid 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 16th century to the present.

From Hammurabi to Henry VIII

by Jack Patton

In the 21st century, Americans live in a world in which the cultures of Europe, Asia, Africa, and the Americas interact constantly. But American culture is rooted in what historians call Western culture. **HS 201, *Western Civilization to 1500***, will consider how the West as a cultural unit emerged from elements of the civilizations of the ancient Middle East, and how those elements were transformed into a the flourishing culture of ancient Greece. The Greek culture spread back across the Middle East under Alexander the Great, and profoundly influenced the newer society of Rome. When Rome collapsed, Western culture underwent a torturous rebirth in Western Europe during the medieval period, but eventually developed into a distinctive flourishing economic, political and intellectual synthesis in the high Middle Ages. Economic decline and intellectual and cultural advance went hand in hand in the period we call the Renaissance. The course pays particular attention to the role of the individual in the West and how the individual related to the society at large. Issues of political formation, gender, religion, and interaction with other culture will receive special attention.

JCU History Majors: Where are They Now?

From Patrick Lynch, Class of 2002

I'm writing this from Abu Dhabi, 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.

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 15th.

Applications are available in the History Department or :
<http://sites.jcu.edu/history/kerner-scholarships/>

By May 15th of each year, the Chair of the Department of History will announce the Kerner Scholars for the next year.

History Does Pay!

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.



*Are you thinking about
declaring your major?*

*Make it ...
.....History*

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.

Consider Adding 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!

Department of History Course Offerings - Fall 2011

Course	Sect	Core	Instructor	Days	Start
HS 112	51	II, S	Murphy	T R	9:30 am
HS 114	51	II, S	Kugler	M W F	10:00 am
HS 131	51	II, D, H	Kilbride	M W F	11:00 am
HS 153	51	II, D	Kolesar	T R	11:00 am
HS 153	52	II, D	Kolesar	T R	3:30 pm
HS 180	51	II, R	Purdy	M W F	10:00 am
HS 180	52	II, R	Purdy	M W F	11:00 am
HS 195A	51	II	Stith	T R	3:30 pm
HS 195A	1	II	Stith	T R	5:00 pm
HS 195B	51	II, D	Morton	T R	8:00 am
HS 197A	51	II, R	Berg	T R	9:30 am
HS 197	52	II, R	Berg	T R	11:00 am
HS 197B	51	II, R	McAndrew	M W F	10:00 am
HS 197B	52	II, R	McAndrew	M W F	1:00 pm
HS 201	1	II, S	Patton	M W	5:00 pm
HS 211	51	II	Robson	T R	12:30 pm
HS 211	52	II	Robson	T R	2:00 pm
HS 261	51	W	Kolesar	T R	2:00 pm
*Prerequisite: EN 103/112 or EN 111/112 or EN 114/116					
HS 271	51		Burkle	T R	12:30 pm
HS 273	51	II, R, D	Marsilli	T R	9:30 am
HS 273	52	II, R, D	Marsilli	T R	11:00 am
HS 283	51	II, R	Purdy	M F	2:00 pm
HS 295	1		Vourlojianis		

Permission required from Department Chair or Instructor. Travel required Se

HS 301	51	II, S	Compton Engle	T R	11:00 am
HS 321	51	II, S	Kugler	M W F	10:00 am
HS 326	1	II, S	Krukones	M	6:30 pm
HS 343	51	D	Kilbride	M W	3:30 pm
HS 395	51	II	Vourlojianis	T R	3:30 pm
HS 447	1		Robson	W	6:30 pm
HS 474	51	S	Berg	T R	2:30 pm
HS 490	1		Marsilli	T R	12:30 pm

**** Prerequisite: HS 261 and 5 courses in the History major**

HS 491	51		Kilbride		
** Prerequisite: HS 261 and 5 courses in the History major					
HS 496	1		Patton	M W	3:30 pm
HS 497	1		Butler	R	6:30 pm
HS 498	51		Kilbride		

***** Permission Required from Department Chair**

HS 521	1		Krukones	M	6:30 pm
HS 531	1		Robson	W	6:30 pm
HS 561	1		Butler	R	6:30 pm
HS 599	1		Kilbride		

Department of History Course Offerings - Fall 2011

Stop	Course Title	Cr.
10:45 am	Prophecy and Order	3
10:50 am	Revolutionary Europe	3
11:50 am	African-American History	3
11:50 am	Working Class America	3
4:45 pm	Working Class America	3
10:50 am	Contemporary East Asian History	3
11:50 am	Contemporary East Asian History	3
4:45 pm	Living History	3
6:15 pm	Living History	3
9:15 am	History of Cleveland	3
10:15 am	Human Rights	3
12:15 pm	Human Rights	3
10:50 am	African History Through Biography	3
1:50 pm	African History Through Biography	3
6:15 pm	Western Civilization to 1600	3
1:45 pm	History of US to 1877	3
3:15 pm	History of US to 1877	3
3:15 pm	History as Art & Science	3
1:15 pm	World Geography	3
10:45 am	Colonial Latin America	3
12:15 pm	Colonial Latin America	3
3:15 pm	Japanese Pop Culture	3
	Gettysburg Tour	2
d September 29-October 2. Additional Travel fee. See Instructor for details.		
12:15 pm	Ancient Greek History	3
10:50 am	Nineteenth Century Europe	3
9:15 pm	Twentieth Century Europe	3
4:45 pm	Slavery and Abolition	3
4:45 pm	Vietnam War	3
9:15 pm	US Constitutional History	3
3:45 pm	Germany Since 1945	3
1:45 pm	Senior Seminar	3
	Senior Thesis	3
4:45 pm	European Racism	3
9:15 pm	Pre-Modern Japan	3
	Internship	3
9:15 pm	Sem: Rdgs Modern European History	3
9:15 pm	Sem: Rdgs. Early American History	3
9:15 pm	Pre-Modern Asian History	3
	Master's Thesis	6

Welcome to World Geography

by Aaron Burkle

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



Ha Long Bay Limestone Karsts, Vietnam

The ideal geography course would involve traveling to each region around the world. Since this is not a part of many university budgets, in



Sydney Opera House, Australia

HS 271, World Geography, I attempt to visualize my lectures and bring as much of the world as possible to the classroom from my own personal traveling experiences. I encourage students to engage and interact by presenting their ideas, concerns, and interpretations.

Consider adding History as your Minor!

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



Codex Kingsborough. Detail of Nahuatl depiction of abusive encomendero.



Codex Nuttall. Mixtec

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!

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 17th and 18th century Japanese urban artist. Japanese fashion reimagines 10th 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 ***HS283***. 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.)

Bridging the Gap with History



HISTORY

Africana Studies

Aging Studies

Catholic Studies

Community Service

East Asian Studies

International Studies

Latin American Studies

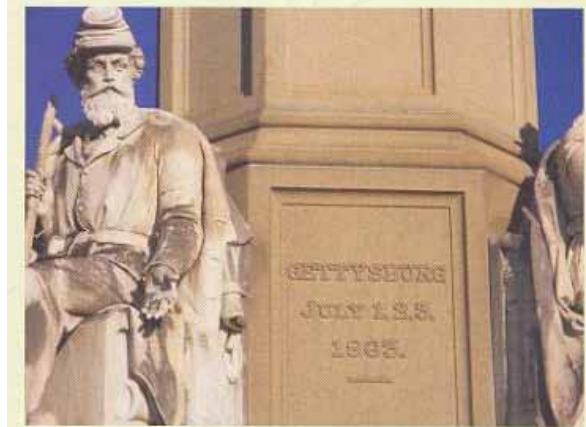
Modern European Studies

Peace, Justice, and Human Rights

Perspectives on Sex and Gender

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.

Rally 'Round the Flag – Gettysburg Battlefield Tour



by George Vourlojianis

You've heard the talk, now it's your chance to walk the walk! Using the Civil War battlefield as an outdoor classroom in **HS 295, Rally 'Round the Flag, Gettysburg Battlefield Trip**, we will demonstrate how to interpret a nineteenth century battlefield generally and the Battle of Gettysburg specifically. Beginning on Thursday, September 29 through Sunday, October 2, we will examine one of the bloodiest battlegrounds of the Civil War. In addition to strategy and tactics, we will examine and interpret the strengths and flaws of the principal commanders. Why were certain decisions made or not made? Who were the common soldiers of both sides? Why did they fight? What brought these two mighty armies to a small rural German farming community in southeastern Pennsylvania? Historians ask the question, "Why did Robert E. Lee lose the Battle of Gettysburg?" HS 295, Gettysburg Tour will answer the question, "Why did George G. Meade win the Battle of Gettysburg?" In addition to the tour there will be a two hour orientation class. Seating is limited to 12 students and enrollment permission must be obtained from the History Department Chair. There is an additional fee of \$190 for travel and lodging expenses. For further information contact Dr. Vourlojianis at: gvourlojianis@jcu.edu or telephone: (440) 366-7165.

HS 301 Ancient Greek History

by Gwen Compton-Engle

This course will cover Greek history from the Bronze Age through the death of Alexander the Great. Our sources will be not only literary and documentary, but also archaeological. After a survey of Bronze Age civilizations in Greece, we will turn our attention in more detail to the rise of the city-state. We will examine the conditions under which democracy developed in Athens and consider how Athenian democracy differed from modern western democracies. Then we will study how the Persian invasion of Greece prompted Greeks to define their identity in opposition to an eastern other. We will encounter the rival ideologies of Athens and Sparta and their confrontation in the Peloponnesian War. Finally, we will see how weaknesses in the city-state system opened the way for the conquest of Greece by Phillip II, father of Alexander the Great. Along the way, we will encounter aspects of Greek civilization that differ profoundly from our own, especially in the area of religious practice. Students wishing to take the course for Classical and Modern Languages should sign up for CL 301



aphaia aegina head

Nineteenth Century Europe

by Anne Kugler

What do socialism, feminism, nationalism, industrialization, and liberal democracy all have in common? These concepts, so critical to the twentieth century global situation, all have their roots in the momentous developments of the nineteenth century in Europe. In this discussion-based course we will read a wide range of primary sources—from fiction through philosophy and parliamentary debate—to examine for ourselves the arguments and dilemmas that captured the attention of Europeans from the end of the French Revolution until the eve of World War I. Sign up for **HS 321, *Nineteenth Century Europe***, and discover how the Concert of Europe, Revolutions of 1848, Second Industrial Revolution, Suffrage movement, and Race for Empire set the stage for the mass culture, social issues, technological developments, and political debates of today.



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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.

**Visit the History department website
www.jcu.edu/history or
talk to a faculty member,
or contact the Chair, Daniel Kilbride,
at dkilbride@jcu.edu.**

Lessons Learned?

by Jim Krukones

In recent times Europe has achieved unprecedented prosperity and economic integration, aided in part by the “fall of the Wall” in the early 1990s. Through the European Union, moreover, the nations of the continent have sought to forge a common identity, free from superpower interference. This apparent success, however, has not come cheap. For much of the twentieth century Europe was plagued by nationalist rivalry and global warfare (both hot and cold). It was hard hit by the Great Depression and was caught up in the rise and fall of fascism and Soviet Communism. It was challenged by the rebellion of Third World peoples whom it had long held in its imperialist grip. In short, it had problems! The problems—and how Europe dealt with them—make for a fascinating story. 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.



Charles de Gaulle

Questions and Notes

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.



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

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

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!*

by George Vourlojianis

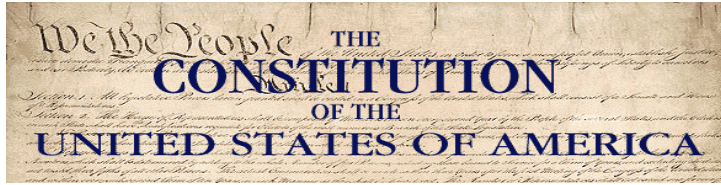
Performed at Woodstock in 1969, Country Joe McDonald's *Feel like I'm Fixin' to Die Rag* became an anthem for a frightened, confused and embittered generation of young Americans. For many of these Americans (and Vietnamese as well) the Vietnam War is a defining moment. In the mid-1960s



Photo by Patrick Christain/Getty Images

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.

Conflict Over the Constitution



by David Robson

Despite controlling the presidency and both houses of Congress from 1801 until 1829, the Jeffersonian Republicans were sure that their Federalist predecessors had found a way to block their execution of public policy by gaining control of the federal courts, especially the Supreme Court, where the great Chief Justice John Marshall loomed large. During the years surrounding the turn of the twentieth century, social and economic reformers anguished that their best efforts to improve people's lives were being thwarted by state and federal courts that were dominated by pro-business judges. Franklin Roosevelt's programs to treat the effects of the Great Depression were for some years prevented from taking effect due to the decisions of state and federal courts. Yet once reform was embraced by the majority of the American people, it was the conservatives' turn to protest that social, economic, and legal change was proceeding too far, too fast, and that its main agent was not the legislature but the court. And now we live in a new age of controversy, wherein conservatives, moderates, and liberals battle over a great many issues, from HMOs to embryos, from civil rights to cyberspace, and still the courts, especially the Supreme Court, are in the thick of the fight.

HS 447, *American Constitutional History*, examines key issues in the Constitutional history of the United States. It concentrates on important cases, almost always Supreme Court decisions, with the object of putting the actions of the Court in the context of the times. It examines the interplay of the effect of social, economic, political, and cultural developments on Court decisions, and the effect of those decisions on the way Americans lead their lives.

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

From Nazis to Stalinists to Democrats



by Matt Berg

Over the past 50 or so years, Germans have experienced dismemberment and reunification, and have been governed by National Socialism, hard-line Communism, and a prosperous, western, social market system. How did German society cope with denazification and reconstruction after World War II? How did West and East Germany come to take such different courses of development—and how American did West Germany become? How did Germans and the world-at-large react to the Revolution of 1989? How is Germany coping with de-Stalinization and the pains of reunification today?

These are some of the themes raised in **HS 474, *Germany since 1945***. Students will examine contemporary German history in European and international context, aided by a wide range of exciting primary source texts, documentary and feature film, and the best in recent historical scholarship. Students interested in modern Germany, contemporary Europe, the Cold War, or social and cultural change will find something interesting and exciting in this course—and it carries a core designation of “S”.

Putting Yourself in a Position of Privilege



by María 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!

NEW!

**Kerner Scholarship Application
is now available on-line**

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

European Racism

by Jack Patton

Imagine a world without racism. Imagine a world where people thought the physical differences between people were insignificant. Would it be a world without slavery, or oppression, or genocide? Probably not, because for many centuries, Europeans did not think race was a significant way to classify people—but practiced slavery, oppression, and maybe genocide anyway.

HS 496/521, *European Racism*, looks at the strange career of an idea—that differences in appearance signify differences in mental and cultural capacity, and that these differences justify judgments of inferiority and superiority. The idea was born to fit an economic need of Europeans, a need to acquire slaves. But it quickly acquired a life of its own. It was deemed eminently reasonable in the Age of Reason, and ratified as sound science in the nineteenth century. By that time, it had changed from an idea that explained the differences between Europeans. In the late 20th century, revulsion against the crimes committed in the name of racism, especially the Nazi genocide, cased the idea to lose its intellectual respectability.



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

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

Pre-Modern Japan



[image] <http://en.wikipedia.org/wiki/File:Horyu-ji11s3200.jpg>

by Lee Butler

In 200 C.E., when China was a highly developed empire of 60 million people, its neighbor Japan was made up of tribes of illiterate hunters and gatherers. But in the next several centuries Japan would change rapidly. Its population would grow swiftly and before long it would be a single unified state, with a government modeled after its much larger neighbor. Buddhism, too, would enter Japan to shape its inhabitants' beliefs. However, despite these influences from the continent, in many ways Japan would follow its own path in the millennium that followed, as it developed a vibrant aristocratic culture and a unique social and economic system. In time, warriors would emerge, the justly famous samurai whose martial ways would do much to define medieval Japan. In HS 497, Premodern Japan, we'll trace Japan's development from its early days to the end of the seventeenth century, examining politics, religion, culture, economics, and society.



JCU History Majors.....Where Are They Now?

from Brian Bremer, Class of 2007

A history major, more than any other major, helps prepare you for law school and legal practice in one precise way: writing. Obviously, just about any field of study requires a little bit of writing. History writing imparts special skills, however.

I only recently graduated from law school, so I cannot speak from a vast array of personal knowledge of what it is like to practice. I have limited experience from my summer internships and my current one, though. One thing that has been repeated in each place I've worked has been that lawyers simply do not know how to write.

There are many different ways writing is used in the legal profession, but the area that a history major has helped me the most has been in persuasive writing. Just about every paper you write for a history class has a thesis. If done correctly, you end up with a story consisting of facts woven together with supporting ideas others have put forward that leads your reader to the conclusion that your thesis is right. The best briefs I wrote through law school, or for my jobs, have all been written like history papers. Sure, the form must change a bit, but at its heart, it's a history paper that has cases cited instead of John Adams's letters or a diary of a New England midwife.

History also constantly encourages you to expand your horizons. You have to be willing to learn about economics, sociology, political science, or religion if you want to have a full understanding of why or how something happens. At its best, law encourages you to do this as well, whether it's learning about how a company is organized or what political situations led to the legislature enacting a certain act at a certain moment in history. The desire to learn new things, and the ability to convey them efficiently, these are skills that a history major cultivates in you.

Brian D. Bremer is a graduate of the University of Virginia School of Law. He is currently interning at the 9th District Court of Appeals.

Preserve the Past and Look to your Future



1916 Public Square Cleveland, Ohio

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.

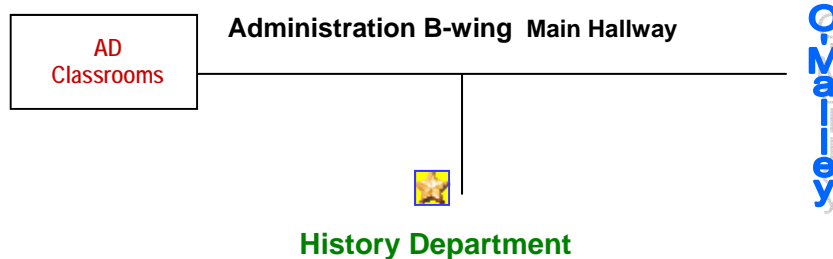
Internships should be arranged in advance with the institution and an instructor from the JCU History Department.

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

Just Where Exactly *IS* the History Department Located?

We're on the second floor of the Administration Building B-wing.

If you're traveling from O'Malley, make a left from the Main Hall leading to the Administration classrooms, into the History Department.



The John Carroll History Union: Who We Are

by Pietro A. Shakarian '12

The John Carroll History Union (or JCHU) is a new student organization, founded in December 2010. Even though History is the central focus of the group, it is open to all students, regardless of their major.

The purpose of the JCHU is to encourage students to think and discuss "outside the box." We aspire to create an intellectual activism on campus, to stimulate students' minds, and to discuss important issues rooted in a historical context. Our goal is to get students thinking and talking and to understand how history exists in every discipline, guiding our daily existence. We strive to challenge the status quo and the prevailing beliefs – conservative, liberal, or moderate -- among students. We want to get people thinking.

The group's workload for each semester is minimal: just two organizational meetings and three events. Events are all discussion, either prompted by a film or by a general question rooted in an important topic. The question-based discussions tend to be the most successful. Meeting at the conference table in OC 231, these discussions are totally open. There are no hands raised and the influence of the faculty moderator is minimal. In order that the conversation remains energizing, Fair Trade coffee is also served at these events. Topics range from censorship to socialism to globalization.

Our schedule of events can usually be found in the History Department hallway, in the Writing Center, around the English Department seating areas, and in the Philosophy Department office. We encourage everyone to review our schedule, bring a friend and see what we are about.

We believe that it is our duty to speak out, to question, to challenge the status quo, and to advance civil society on campus. It is time that we discuss issues openly and create a forum for students to express themselves and to voice their opinions. As students, we have the power to bring about major social change. Only we can empower ourselves. This is what college is all about.

So, spread the word, get excited, and let the idea revolution begin!

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



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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