DEPARTMENT OF HISTORY
COURSE DESCRIPTIONS
FALL 2016

HISTORY CORE

Majors, please note you will have to take four core courses as indicated below (unless you have 12 or more history AP or 100 level history transfer credits):

European Hist: Hist 101, 102 or 106
American Hist: Hist 203, 211 or 212
Non-Western Hist: Hist 204, 208, 209, 210, 213
Your choice: Hist 101, 102, 106, 203, 204, 208, 209, 210, 211 or 213 (no duplication)

Please see LOCUS for days and times of these courses.

History 101  The Evolution of Western Ideas and Institutions to the Seventeenth Century

This course is an introduction to history as a discipline, and an analysis of the origins, early development and structure of Western civilization from the ancient world to the 17th century. It covers the beginnings of civilization in the ancient Near East; Greece and Rome; the development of Judaism, Christianity, and Islam; the medieval civilization(s); economic change and geographical expansion of the west; the Renaissance and Reformation. Throughout the course, political, social, and religious crisis and resolution will be emphasized, along with cultural responses to these events. Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills.

Outcome: Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills.

History 102  The Evolution of Western Ideas and Institutions since the Seventeenth Century

This course is an introduction to history as a discipline, and an analysis of the development and structure of Western civilization from the 17th century to the present day. It begins with the three great waves of revolution that have forged the modern world: (1) a seventeenth and eighteenth-century intellectual revolution associated with science, rationalism, and secularism; (2) a wave of political revolutions (British, American, French, 1848 and Russian) that ushered in a new era of mass politics and nationalism; and (3) a commercial and industrial revolution that enormously expanded the productive capabilities of human societies. Throughout the course, political, social, and religious crisis and resolution will be emphasized, along with cultural responses to these events. Students will gain an understanding of history as a discipline; be able to explain the expansion of the West and the events that shaped the modern world; and develop their critical thinking and communications skills.

Outcome: Students will gain an understanding of history as a discipline, develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world, and hone their communication skills.
History 102  Section  030 only The Evolution of Western Ideas and Institutions since the Seventeenth Century

Dr. Dennis

This course is an introduction to history as a discipline, and an analysis of the development and structure of Western civilization from the 17th century to the present day. It begins with the three great waves of revolution that have forged the modern world: (1) a seventeenth and eighteenth-century intellectual revolution associated with science, rationalism, and secularism; (2) a wave of political revolutions (British, American, French, 1848 and Russian) that ushered in a new era of mass politics and nationalism; and (3) a commercial and industrial revolution that enormously expanded the productive capabilities of human societies. Throughout the course, political, social, and religious crisis and resolution will be emphasized, along with cultural responses to these events. Students will gain an understanding of history as a discipline; be able to explain the expansion of the West and the events that shaped the modern world; and develop their critical thinking and communications skills. Taught in a blended format, this course will involve independent study of online lectures, readings, music, and images, combined with in-class discussion of these materials.

Outcome: Students will gain an understanding of history as a discipline, develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world, and hone their communication skills.

History 203  Sections 01W and 02W only American Pluralism

Dr. Buckley

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

American Pluralism is an introduction to history as a discipline, and an analysis of the origins, development and structure of the United States as a pluralistic and multiracial society from 1609 to the present. The course explores such issues as slavery and racism in American society, immigration and ethnicity, and religious diversity and intolerance. Throughout, the course examines how these factors have influenced American national identity and how that identity has changed over time. These sections are writing intensive.

Outcome: Students will be able to demonstrate historical knowledge, draw links between the American experience and national identities, and to develop critical thinking and communication skills.

History 204  Global History Since 1500 (INTS 104)

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course deals with the emergence of the modern world by describing and analyzing the encounters and interactions between and among various political entities, cultures, and societies that have over the last several centuries produced this world. While the historical development of individual political or cultural units is a priority, the course also considers important topical aspects of early modern and modern global history. Among the topics considered are the expansion and intensification of cross-cultural interaction, especially trade; the appearance,
expansion, and decline of large empires together with associated phenomena such as imperialism, colonialism, and nationalism; the spread of information, knowledge, and technology and their role in the development of such institutions and ideas as science, capitalism, industrialism, and popular sovereignty; and the struggles for justice in all arenas of life including race and ethnicity, gender, and socio-economic status. Students will develop a deeper understanding of the historical roots of their own cultures and will have a deeper appreciation of their place in the contemporary world. Instructors may choose to explore the topics by emphasizing them in the context of their own areas of historical expertise.

Outcome: Students will be able to evaluate and explain the forces of historical continuity and change; demonstrate how the encounters/changes between and among societies produced the world we have today; analyze and discuss the significance of primary and secondary sources and how they relate to the history under discussion.

History 208  East Asia in the Emergence of the Modern World
(INTS)(ASIA)  See LOCUS for days & times

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course explores the roles and contributions of the major East Asian States during the formation of the modern world from the sixteenth century to the present. During the first three centuries of this period while China reached what was in some ways the heights of traditional economic, political, and cultural development, Japan built upon its recent political unification to begin laying the groundwork for the transition to modernity. The nineteenth and twentieth centuries saw Japan rise to great power status, fall into military confrontation and defeat, and rise again. During the same period China struggled to overcome both domestic and foreign obstacles to development which resulted in its many experiments with reform, revolution and new reforms. During the entire period Korea sought to find a safe middle ground between its two powerful Asian neighbors even as the mid-twentieth century and after Cold War confrontations pulled it apart. Outcome: Students will demonstrate an ability to evaluate and explain the forces of historical continuity and change; understand the relationships among historical events, cultures and social forces; analyze and discuss the significance of primary and secondary sources.

History 208-WI  Sections 01W and 02W only  East Asia in the Emergence of the Modern World
(INTS)(ASIA)

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course explores the roles and contributions of the major East Asian States during the formation of the modern world from the sixteenth century to the present. During the first three centuries of this period while China reached what was in some ways the heights of traditional economic, political, and cultural development, Japan built upon its recent political unification to begin laying the groundwork for the transition to modernity. The nineteenth and twentieth centuries saw Japan rise to great power status, fall into military confrontation and defeat, and rise again. During the same period China struggled to overcome both domestic and foreign obstacles to development which resulted in its many experiments with reform, revolution and new reforms. During the entire period Korea sought to find a safe middle ground between its two powerful Asian neighbors even as the mid-twentieth century and after Cold War confrontations pulled it apart. Outcome: Students will demonstrate an ability to evaluate and explain the forces of historical continuity and change; understand the relationships among historical events, cultures and social forces; analyze and discuss the significance of primary and secondary sources.
History 209  Survey of Islamic History

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

The course will introduce the historical development of Islamic civilization and the formation of Muslim social and political institutions from the 7th century to the present. This course is tagged with African Studies and the African Diaspora, Arabic Language and Culture, Asian Studies, Black World Studies, International Studies, and Islamic World Studies.

Outcome: Students will be able to demonstrate knowledge of the historical development and diversity of Islamic beliefs, practices, and institutions in varied regional contexts and historical periods.

History 210  Introduction to Latin American History

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course explores the formation of modern Latin America by examining the region as a global nexus where ideologies, cultures, peoples, and political entities have conjoined and clashed from the fifteenth century to the present.

Outcomes: Demonstrate and ability to evaluate and explain forces of historical continuity and change. Demonstrate and understanding of the relationships among historical events, culture and social forces. Differentiate between students' values and ways of understanding the world & those of other cultures.

History 211  The United States to 1865

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course is an introduction to the history of the United States from the colonial era through the Civil War. Topics under discussion include the growth and development of democratic government, the formation of a diverse society; the expansion of the national territory; and the crisis over slavery and secession.

Outcome: Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery.

History 212  The United States Since 1865

Requirement: HIST 101 or HIST 102 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in History.

This course is an introduction to the history of the United States from the end of the Civil War to the present. Topics under discussion include the growth and development of modern industrial society; the development of the general welfare state; the emergence of the United States as a world power; the debate over civil rights and civil liberties; and the evolution of the political culture of the United States.
Outcome: Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society.

NOTE: The following upper level courses do not count for Core.

HISTORICAL METHODS
(Departmental permission is required. E-mail pclemen@luc.edu with your name, last two digits of your student ID number, registration appointment time and the specific section/ instructor you choose. Students are admitted to Historical Methods on a first-come, first-served, basis.)

History 291-01W Historical Methods
Fr. Schloesser
TH 1:00-2:15 pm

This course studies the ways historians arrive at their interpretations of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods by past and present historians. (Prerequisite: 12 hours in history including AP credit; restricted to history majors; departmental permission is required. This course fulfills the historical methods requirement for the history major.)

Outcome: students will understand that history is not a set of facts but a discipline that depends on competing paradigms and the ongoing interpretation of primary sources.

History 291-02W Historical Methods
Dr. Fraterrigo
TH 2:30-5:00 pm

This course studies the ways historians arrive at their interpretations of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods by past and present historians. (Prerequisite: 12 hours in history including AP credit; restricted to history majors; departmental permission is required. This course fulfills the historical methods requirement for the history major.)

Outcome: students will understand that history is not a set of facts but a discipline that depends on competing paradigms and the ongoing interpretation of primary sources.

PRE-1700 EUROPEAN HISTORY

History 308-001 History of Rome to Constantine
Dr. Dossey
MWF 9:20-10:10am

This is a survey of Roman history from the late Republic to the fourth century CE. On one level, the course is designed to provide a basic political narrative - from the civil wars which ended the Roman Republic, to the "good" emperors of the second century CE, to the Germanic invasions and religious conflict which challenged the empire in the third and fourth. The underlying goal is to examine how politics and culture intersected. Key topics will include: new archaeological and genetics research - are they causing us to rethink early Roman history? ; the Roman
army – what made it so successful at the beginning of our period and so unsuccessful by the end?; Roman decadence - were the Romans really as depraved as sources like Suetonius make out?; and Roman religion - did the Romans even have a religion in our sense of the word?

Outcome: Students will understand the interrelationship among political, social, economic, and cultural developments and develop their research and writing skills.

History 319-001  London 1550-1715  Dr. Bucholz
M 4:15-6:45 pm

This course is an interdisciplinary introduction to the history of London during the period when (it will be argued) the metropolis invented modernity. Through lectures, classroom discussion and student papers we will assess the accuracy of that claim and the nature of London’s contribution in the areas of politics, society and culture. Over the course of the semester we will confront the best recent work in urban history; accounts by contemporary Londoners and tourists; and fictional works in which the city figures. These sources will expose us to the full range of London life, from the splendid galleries of Whitehall and St. James’s to the damp and sooty alleyways of the East End. Along the way we shall brave the dangers of plague and fire; witness the diverse spectacles of the Lord Mayor’s Pageant and the hangings at Tyburn; and take refreshment in the city’s pleasure-gardens, coffee-houses and taverns. So, in the words of a famous phrase, “Let’s to London - for there’s variety.”

Outcome: Students will gain an understanding of how a variety of source materials can be are used to develop an urban history of Great Britain’s capital and apply this knowledge to enhance their own communication and critical thinking skills.

History 315 -001  The Reformation  Fr. McManamon, S.J
MWF 10:25-11:15 a.m.

The course examines the Reformation in Europe in three distinct waves: (1) Background to the Reformation (historiography and geography, the German scene, the intellectual scene and Scholasticism, programs of reform: mysticism, the Devotio moderna, humanism, conciliarism); (2) The Reformation Movement (Martin Luther: religious crisis and revolution, Emperor Charles V: religion and politics, Europe in crisis: efforts at accommodation, Zwingli and the Anabaptists, the program of John Calvin at Geneva; (3) The Aftermath of the Reformation (the Reformation in England, Ignatius Loyola and the “Counter-Reformation”, the Council of Trent, Spain under Philip II and England under Elizabeth, the wars of religion). Special attention will be devoted to the themes of varieties of reform, confessionalization of the churches, and religious tolerance. This course is tagged with Catholic Studies, European Studies, German Studies and Shakespeare Studies.

Reading List (all paperbacks)
1. Erasmus, Ten Colloquies, trans. C. Thompson (Prentice Hall)
2. Johan Huizinga, The Waning of the Middle Ages (Dover)
3. Martin Luther, Selections from his Writings, ed. J. Dillenberger (Knopf Doubleday)
4. John Calvin and Iacopo Sadoleto, A Reformation Debate (Baker Academic)
5. Ignatius Loyola, Personal Writings, ed. P. Endean and J. Munitiz (Penguin)

History 340-01W  Russia pre-1917: Empire Building  Dr. Khodarkovsky
TTH 10:00-11:15 am
By the middle of the 19th century Russia emerged as the largest land empire in the world. How did Russia survive the ravages of the Mongols under Chinggis Khan, the reign of terror under Ivan the Terrible, westernize under Peter the Great, open itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and remained a deeply divided society ready to explode in 1917. This course is writing intensive.

Outcome: Students will be able to explain how Russia survived the ravages of the Mongols under Chinggis Khan, the reign of terror under Ivan the Terrible, westernization under Peter the Great; opened itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology.

POST-1700 EUROPEAN HISTORY

History 300C-001  
**Ottoman Empire (IWS, IRIF)**  
Dr. Hajdarpasic  
TTH 1:00-2:15pm

The Ottoman Empire was one of the largest and longest-lasting empires in world history, stretching across the Balkans, the Middle East, and North Africa since the 1500s. Its fascinating history, from its beginnings in medieval Anatolia to its violent disintegration during WWI, has been the subject of much debate. This course will explore the political and cultural history of the Ottoman Empire, focusing especially on the Balkans and the modern period (from the empire’s zenith to its disintegration). Themes will include: imperial politics, everyday life, the rise of nationalism, practices of inclusion and exclusion (along religious, gender, class, and ethnic lines), relations between the Ottoman Empire and Europe, especially in the Balkans.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

History 304-009  
**Holocaust & 20th Century Genocide (PAX)**  
Dr. Lefkowitz  
TTH 2:30-3:45pm

This course explores cases of genocide in the twentieth century and analyzes the Holocaust in depth as its principal laboratory.

Outcome: Students acquire a sense of the causes, processes and implications of recent genocide. They are challenged to develop the outlines of a theory for predicting when genocide is likely to occur and to provide a clear definition of the term. Most important, they articulate from the historical data ways to prevent genocide.
History 317-001  
**Age of Absolutism and Enlightenment**  
Dr. Suszko  
TTH 1:00-2:15 pm

This course covers the period that leads directly into the French Revolution and serves as a survey of the social, economic, and cultural role of Europe in the world of the 17th and 18th centuries. We will discuss the nature of classical absolutism illustrated by the reign of Louis XIV of France, the history of the Netherlands as the leading economic power of the day, the origin and evolution of Prussia, Austria, and Russia. We will bring examples of enlightened reform proposals in Poland and other European states and evaluate various attempts to implement them in practice. This course is cross-listed with Polish Studies and European Studies.

Outcome: Students gain an appreciation of the social and economic role of Western Europe in the world of the 17th and 18th centuries; the nature of classic absolutism as illustrated by the reign of Louis XIV of France; and the origin and evolution of Prussia and Austria as examples of enlightened absolutism.

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History 321A-001  
**Germany in the 19th Century**  
Dr. Dennis  
TTH 11:30 am -12:45 pm

This course will investigate major themes of nineteenth-century German history. Against the background of political and social developments we will carefully consider responses to these issues by leaders in German cultural life. Using literary, political and philosophical texts—as well as visual arts and music—we will investigate intellectual currents under the following headings: Enlightenment & Classicism, Storm and Stress, Romanticism, Young Germany vs. Biedermeier, Socialism & Realism, Gründerzeit, Volkish Ideology, “Nihilism,” Expressionism, and Wilhelmine Culture. “19th Century German History” might sound a bit boring, but this was THE era of modern cultural and intellectual development and the Germans were right in the middle of it all. Readings will include works by Lessing, Goethe, Heine, Marx, Wagner, Nietzsche, Thomas Mann, and Heinrich Mann. Music will include works of Haydn, Mozart, Beethoven, Schubert, Schumann, Wagner, Brahms, Strauss, Mahler, and Schoenberg. Taught in a blended format, this course will involve independent study of online lectures, readings, music, and images, combined with in-class discussion of these materials.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

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History 340-01W  
**Russia pre-1917: Empire Building**  
Dr. Khodarkovsky  
TTH 10:00-11:15 am

By the middle of the 19th century Russia emerged as the largest land empire in the world. How did Russia survive the ravages of the Mongols under Chinggis Khan, the reign of terror under Ivan the Terrible, westernize under Peter the Great, open itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and remained a deeply divided society ready to explode in 1917. This course is writing intensive.

Outcome: Students will be able to explain how Russia survived the ravages of the Mongols under Chinggis Khan, the reign of terror under Ivan the Terrible, westernization under Peter the Great; opened itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology.
ADVANCED U.S. HISTORY

History 300D-01W  Italian American Culture  Dr. Candeloro
M 4:15-6:45 pm

Topics in U.S. History: "Italian American Culture in Historical Perspective" traces the story of one of the largest European immigrant groups in the United States with particular attention to the literary, theatrical, artistic, folkloric, and popular culture elements of the Italian American experience. In addition to reading the historic narrative, students will focus on classic and contemporary novels, and the films, music, newspapers, magazines, and cultural institutions that have shaped the self-identity and the public perception of Italians in this country.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

History 300D-02W  Memoirs in U.S. History  Dr. Gorn
T 4:15-6:45 pm

Autobiography and Memoir in Recent American History is a writing intensive class. The goal is to think about personal narratives as sources for understanding history, how the individual finds him/herself in the past. We also try to let singular human voices articulate our national diversity. In previous semesters, we've read works by Chinese sojourners, Alabama sharecroppers, Irish immigrants, factory workers, and graphic novelists. We read a new memoir every week and work our way through the late twentieth century. Assignments include two short papers and a term paper.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

History 300D-003  Pirates & Sailors/Rev Atlantic  Dr. Donoghue
TTH 2:30-3:45pm

What was the life of a sailor like? Why did thousands choose to become pirates? What compelled others to lead “liberty mobs” around the Atlantic world during the American Revolution? How does the rise of capitalism, the nation-state, and imperialism intersect with the watery, boundary-less history of mariners? In what ways might these questions lead to others concerning the history of terrorism? By posing these questions, this course introduces students to the emerging field of “Atlantic history.” Students will explore how government officials, merchants, and financiers organized the conquests and economic ventures that led to the rise of the first British empire and the unprecedented expansion of capitalist commercial networks that connected Europe with Africa and the Americas. While this “top-down” perspective illuminates an extraordinary history of imperial power and economic development, students will also learn that the same history can look quite different from “the bottom-up.” Through interdisciplinary methods and comparative analysis, students will explore the violent processes upon which imperial dominion and profit making depended. The bottom-up perspective also helps to account for the violent reactions, such as piracy and revolutionary crowd actions, that maritime workers organized in America and around the Atlantic world in response to their economic exploitation and experiences with the imperial British state.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.
Just what does the president do? And how exactly do Americans go about picking a new one? This course aims to cut through the confusion, acrimony, and excitement of the 2016 race for the White House in order to show how the president’s election, job, power, and mystique has changed dramatically over the course of American history. But this course will not be a chronological march from George Washington to Barack Obama but a thematic exploration of the topics shaping the modern presidency. For example, students will delve into the long origins of the modern primary and party system, the fierce debates about the Electoral College’s continued importance, the controversies over executive branch bureaucracies’ autonomy, the media’s importance to how Americans perceive their candidates, the first families’ shifting importance to voters, and the citizenry’s decades-old expectation for immediate change. This course accordingly aims to give students a deeper understanding of American political history as well as awareness of how that past has shaped the contemporary White House and the race to it.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

LGBT History in the United States. Course Description: People with same-sex erotic orientations and people who are transgender have played a role in North American history since before the founding of the United States. This course will examine their history, and will focus on the many contributions of these men and women as well as the difficulties they faced from before the founding of the nation up to the present. The course follows the development of the relationships between ideas about gender and sexuality and the development of the identities of sexual orientation and the rise of LGBT rights movements in the United States.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

At the dawn of the twentieth-century, the Catholic Church expanded in the United States for the same reasons it had over the past century—it was the faith of immigrants. By then, however, the church was already well ensconced and ready to greet them. Our course will begin right here…with Catholicism at a critical moment, grappling as it was with modernity. New ways of thinking accompanied tectonic shifts in technology, culture, politics, warfare, and society forced the church to confront challenges to its orthodoxy. Dorothy Day was born into this moment, though not Catholic (she did not convert until 1927). This class will explore American Catholicism from the multiple angles of religious, political, cultural, and social history. We will walk through the twentieth century in the footsteps of Dorothy Day: her life, career, and legacy will serve as our prism. As the founder of the Catholic
Worker newspaper and movement, Day left her strongest imprint on the church’s social justice tradition. Topics to considered will include: Catholics in peace and war, labor politics, and the Catholic “life” doctrine. In addition to the weekly seminars, the Fall semester will include guest speakers and field trips. The Spring semester is devoted to independent research on seminar papers.

The course is capped at 12 students. Students are required to complete both the fall and spring courses. Admission into the course is competitive. Students will learn of their acceptance before the start of fall registration. **Students completing the two-semester seminar will writing intensive credit. This course may also count toward the history honors requirement (in lieu of History 398 or the Newberry Seminar) for students in the history honors program.**

**History 380A-01W  Islam in the African-American Experience  Dr. Searcy**  
TTH 11:30 am -12:45 pm (IRIF, IWS)

This course traces the development of Islam among African Americans from West African societies prior to the trans-Atlantic slave trade to the influence of Islam on popular culture in the 21st century. This writing-intensive course is tagged with African Studies and the African Diaspora, Black World Studies, and Islamic World Studies.

Outcome: Students will gain an understanding of how Islamic identity was maintained in the face of slavery, how and if African-American Muslim communities differ from their emigrant counterparts, and how black nationalist groups such as the Moorish Science Temple and Nation of Islam influenced the Islamization of black consciousness in the 20th century.

**History 386-001  American Urban History  Dr. Gilfoyle**  
M 2:45-5:15 pm

This course examines the process and impact of urbanization in North America from the Precolumbian era to the twenty-first century. This course is tagged with Urban Studies.

Outcome: Students will be able to demonstrate historical knowledge of the environmental, economic, social, cultural, and political history of North American cities and develop critical thinking and communication skills.

**History 389-001  The Vietnam War (ASIA)(PAX)(INTS)  Dr. Karamanski**  
TTH 1:00-2:15 pm

Before the debacle in Iraq, Vietnam was regarded as the greatest foreign policy failure in American history. Today the war still provides important lessons for citizens and policy makers about foreign intervention, unconventional war tactics, and the limits of anti-war activism. This course offers a comprehensive examination of the Vietnam War era from the tumultuous home front to the rice patty battlefields, to the tragic oval office policy debates. Reading will include memoirs by policy makers, military personnel, and Vietnamese civilians. The course will also review the unintended side effects of American involvement in Indochina, including the Cambodian genocide.

Outcome: Students will understand the ancient origins of the Vietnamese nation, the rise and fall of the French colonial regime, the role of Vietnam in the Cold War, the peace movement, the political and cultural impact of the war on America, the success and failures of the United States military, the impact of the war on the Indo-China region, and the memory of the war in American culture.

**NON-WESTERN HISTORY**
The Ottoman Empire was one of the largest and longest-lasting empires in world history, stretching across the Balkans, the Middle East, and North Africa since the 1500s. Its fascinating history, from its beginnings in medieval Anatolia to its violent disintegration during WWI, has been the subject of much debate. This course will explore the political and cultural history of the Ottoman Empire, focusing especially on the Balkans and the modern period (from the empire’s zenith to its disintegration). Themes will include: imperial politics, everyday life, the rise of nationalism, practices of inclusion and exclusion (along religious, gender, class, and ethnic lines), relations between the Ottoman Empire and Europe, especially in the Balkans.

Outcome: Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues.

This course will present the topic of Chinese modern History through the lens of feature films and documentaries. The course will take a chronological approach, focusing on the period from the Opium Wars (mid-nineteenth century) to the present. We will discuss political struggles, economic shifts, the encounter with Western Imperialism, the birth and development of Communist China, and the shift to a market economy; throughout the course, we will also focus on issues of war, gender, society, rural versus urban, and the environment. Each week we will combine a historical lecture and pre-assigned reading materials with the critical discussion of a film or documentary that elucidates a particular historical period. This will hopefully provide the students with a sense of immediacy and vividness in their approach to the study of Modern China.

Outcome: Students will gain an understanding of a specific area of history through the close reading of selected texts and the preparation of a research paper.

This course surveys the modern Middle East, with a focus on the Arab world. This course is tagged with Arabic Language and Culture, International Studies, and Islamic World Studies.

Outcome: Students will demonstrate an understanding of the Ottoman background; the age of imperialism; and the 20th century, and be able to approach the period from an anthropological as well as historical perspective.
This course will explore China's attempt to adjust to the complex transformations in its economy, society, politics, and intellectual life initiated during the early modern period and transfigured into crisis proportions by unchecked demographic growth. These challenges were heightened and made more acute by the often hostile encounter with first the West and then Japan through the end of World War II. The focus will be on the numerous evolutionary and revolutionary strategies for change during the period.

Outcome: Students will be able to describe and assess the numerous evolutionary and revolutionary strategies for change during the period in China under discussion.

This course examines the Caribbean and Central America from European conquest and colonization to the present day. This course is tagged with International Studies and Latin American Studies.

Outcome: Students will demonstrate an understanding of the significance of the Caribbean and Central America region in world, but especially U.S., politics since the nineteenth century and increasingly during the Cold War. Students will demonstrate an ability to draw comparisons and contrasts between nations in these regions, especially as they relate to the rest of Latin America and the United States.

Before the debacle in Iraq, Vietnam was regarded as the greatest foreign policy failure in American history. Today the war still provides important lessons for citizens and policy makers about foreign intervention, unconventional war tactics, and the limits of anti-war activism. This course offers a comprehensive examination of the Vietnam War era from the tumultuous home front to the rice patty battlefields, to the tragic oval office policy debates. Reading will include memoirs by policy makers, military personnel, and Vietnamese civilians. The course will also review the unintended side effects of American involvement in Indochina, including the Cambodian genocide.

Outcome: Students will understand the ancient origins of the Vietnamese nation, the rise and fall of the French colonial regime, the role of Vietnam in the Cold War, the peace movement, the political and cultural impact of the war on America, the success and failures of the United States military, the impact of the war on the Indo-China region, and the memory of the war in American culture.

The theme of this semester’s course is “Memory and History.” We begin by reading Michel-Rolph Trouillot's *Silencing the Past*, a powerful reflection on the production of history through the lens of the Haitian Revolution and its aftermath. As we prepare to produce our own works of history, it is important to reflect upon the silences that enter in the sources we preserve, the archives we use, the narratives we construct, and the histories we share.
Memory, both individual and collective, deeply influences and is influenced by the histories that we tell. Through the examples of the building of a palace, the commemoration of a voyage, and a democratic revolution, Trouillot demonstrates the power that comes from interpreting the past and the responsibilities we owe to the present and the future.

The purpose of this course is for you to produce a significant history research paper based largely on primary sources, though you will use secondary sources as well. Primary sources are the writings, art, artifacts, etc. of the period you are studying; secondary sources are histories (books, articles by modern writers) written about that period. At the end, students will present a brief final report at a festive departmental colloquium. Students interested in applying to graduate programs will find this course particularly useful as a way to develop a suitable writing sample. This writing intensive course is restricted to students in the history honors program.

**INTERNSHIPS/DIRECTED STUDY**

**History 398-22E History Internship**

TBA

Dr. Manning

Internships allow students to earn three course credits while gaining valuable professional experience in public and private institutions engaged in history-related projects. Internship possibilities include historical associations and societies; oral history projects; museums and halls of fame; entrepreneurial history firms; genealogical services; preservation agencies; and archives and libraries. Interns work for a minimum of five hours per week in an internship position jointly agreed upon by the student and the internship director. Interns are also required to attend seminar meetings, keep a weekly blog or vlog, and write a paper related to the internship experience. Students need the permission of the internship coordinator in order to register.

Students will complete the undergraduate engaged learning requirement. All students are required to document their internship site information in LOCUS. Loyola needs this information to verify student completion of the engaged learning requirement and for data purposes.

Applications for the program are available on the web at [http://www.luc.edu/history/internships.shtml](http://www.luc.edu/history/internships.shtml) and should be turned in to the History Department office, Crown Center 503, during the Spring 2016 semester. Finalized contracts must be returned to the Department prior to the end of late registration; failure to return finalized contracts in a timely manner may result in forfeiture of internship. For further information, please contact Dr. Chris Manning (cmannin@luc.edu).

Outcome: Students will be able to obtain an internship position, to learn on-the-job from an experienced practitioner in a wide variety of public and private sector settings, to draw links between their present situation and historical research, and to develop critical thinking and communication skills.

**History 399-024 Directed Study**

TBA

Dr. Manning

This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the department’s usual curriculum.

Prior Permission of Instructor required. Director Study form must be completed, approved and signed by instructor, and submitted to Dept. Secy. in CC 503 no later than the workday prior to end of late registration. Inquire in Crown Center 503.
Outcome: Students will gain an understanding of a specific area of history through the close reading of selected texts and the preparation of a research paper.

Revised May 2016