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 (formerly 103, 111, and 112)
- **Non-Western Hist:** Hist 204 (formerly 104), 208 (formerly 108), 209 (formerly 109), 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 Sections 030 and 032 only (WSGS) The Evolution of Western Ideas and Institutions since the Seventeenth Century

Dr. Hemenway

This course is a survey of western civilization from the seventeenth century to the present, commonly understood as the early modern and modern eras. We seek, in large part, to investigate the emergence during this period of the West’s prominence in global economics, politics, and culture, as well as the reasons for its growth and relative decline in recent years. In particular, we address such questions as: how did people understand the world around them? what were the governing, social, and familial structures that regulated people’s lives? how was power established and maintained?

This semester we will use stories of individual lives to illuminate the periods we are studying. By examining biographies and the sources related to these individuals, we will get a better sense of the experiences of ordinary and extraordinary people and the various forces, especially gender and social position, that shaped those experiences.

History 102 Section 023 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 communication 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 02W and 03W 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 108)(ASIA 108)*

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
See LOCUS for days & times
(INTS 108)(ASIA 108)

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 211  The United States to 1865
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 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
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 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 pclemens@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 (Major requirement)  Dr. Kaufman
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.)

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 (Major requirement)  Dr. Hajdarpasic
W 4:15-6:45 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.)

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 309-001  History of Early Christianity  Dr. Greene
MWF 9:20-10:10 AM

This course examines the history of Christian communities and beliefs from their emergence in Jewish Palestine to the legalization of that religion in the Late Antique period. Students will gain familiarity with the diversity of early Christian belief, the interaction with the Roman imperial government, the evangelization and spread of Christianity both within the Roman Empire and outside it, the impact of Christianity on Roman social and family life, and the birth of monasticism.

Outcome: Students will be able to evaluate the impact of discoveries such as the Dead Sea Scrolls and the Nag Hammadi library on the history of early Christianity; appreciate the extraordinary diversity of early Christianity; understand why Christianity was seen as a threat to Roman family life; improve their research, writing, and oral presentation skills; improve their critical reading skills of both secondary and primary sources.
In concert with the History Department's area of excellence in urban history, the course will examine the urban civilization of the Renaissance in Italy, focusing on the cities of Florence and Rome and covering the developments in three waves:

1. **The Fourteenth-Century Origins**: the Burckhardt thesis, the mystique of Rome, the age of Francis, the clash under Boniface VIII, Dante and reform, the Babylonian captivity, Petrarch and the origins of humanism, the Great Western Schism.

2. **The Fifteenth-Century Flowering**: the pope's return to Rome and the restoration of the city, humanism in education and politics, Milan and Venice, the origins and expansion of Florence, Florence under the Medici.

3. **The Sixteenth-Century Crisis**: the French invasions, Savonarola and the Republic of Soderini, Julius II and Leo X in Rome, Machiavelli and Guicciardini, the High Renaissance in art.

Objectives:

1. Master the art of writing a short historical essay.
2. Debate key issues related to the evolution of humanism and politics.
3. Synthesize the evidence from textual and visual sources.

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 Chinghis 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 Chinghis 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**

In this course students will study the history and nature of European nationalism from its inception to the present. The extraordinary popularity that nationalism has enjoyed over the last centuries among European as well as non-European societies makes it necessary to study this phenomenon in great detail. Special attention will be given to the issue of nationalism in Eastern Europe. This course is writing intensive and is cross-listed with International Studies and Polish Studies.

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 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.

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, Volkskultur, "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.

This course surveys the major political, social, economic, religious, and cultural developments in England under the Tudors, Stuarts and early Hanoverians (1485-1760).

Outcome: Students examine the complexities of the aftermath of the Wars of the Roses; the English Reformation; Elizabethan and Jacobean culture and society; the English Civil War and Glorious Revolution of 1688; the wars against Louis XIV; and the rise of England as a great power.
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 295-001 Gender, Race, & Class in U.S. History Dr. Shermer
TTH 10:00-11:15 AM

This course examines the historical interplay of gender, race and class in the struggle for social justice over the course of American history. This course is cross-listed with Peace Studies and Women and Gender Studies.

Outcome: Students will understand how the definitions of and intersections between race, class, and gender affected the struggle to achieve solidarity and search for social justice. Students will be asked to consider how various moments of unity and discord shaped the larger history of the United States and continues to influence their lived experiences.

History 300D-01W Italians Americans in World War II Dr. Candeloro
M 4:15-6:45 PM

The course will be a thorough investigation of the impact of World War II on Italian Americans; Fascism and Anti-Fascism in Italy and America; the dilemma of a war between the nation one has left and the one to which she has migrated; the contributions of Italian Americans to the military, within the OSS in Italy, and on the home front; the impact of World War II on Women, the GI Bill, and the post-war migration from Italy to the US. This course will explore the limits of wartime civil rights, inter-ethnic relations in the 1940s, total war and national unity, and wartime politics and economics. Assignments include class presentations. Texts include: S. LaGumina, The Humble and the Heroic: Wartime Italian Americans. This is a writing intensive course.

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.
The Ramonat Seminar in American Catholic History and Culture
2015-16 Theme: Immigrant Catholics and the Making of Nineteenth-Century Chicago

Fall: M/W 1:00-2:15 PM
Spring: T 2:30-5 PM

Catholics played a formative role in the life and development of the rapidly growing city of Chicago over the course of the nineteenth century. Unlike on the East Coast where they were late arrivals to cities already built by Protestants, Catholics were among Chicago’s earliest settlers. They created new American identities even as they faced debilitating poverty, ethnic and racial strife, Protestant prejudice, and occasional violence.

Drawing on university and local archives, and on established and recent scholarship, students will explore the experience of nineteenth-century Catholic Chicagoans and the contributions they made to the development and growth of the city. We will examine the various causes that impelled millions of Catholics to leave Europe for the United States; the contributions of European Jesuits and women religious through missions to Native American urban populations; the establishment of a Catholic community on the west side of Chicago centered around the parish, schools, and benevolent institutions; the emergence of a vibrant urban Catholic culture expressed in literature, song, theater, labor activism, and political networking; and finally the prominent place of Catholics at the famous Columbian Exposition of 1892, a half-century after their arrival in the city.

Fall class meetings will be built around readings, discussion, field trips, guest lectures with leading scholars, and digital projects. Working with the instructor and local archivists and librarians, students will carry out a research project of their own design in the spring semester. Final presentations of this research can take the form of a research paper or a digital project. Projects will be presented at the end of the semester at a public mini-conference and the best paper or project will be awarded The Susan Ramonat Prize for Scholarly Excellence.

The Ramonat Seminar in American Catholic History and Culture is an interdisciplinary, two-semester course on changing topics within American Catholic History. The fall semester is spent reading important theoretical and secondary works on the topic as well as primary sources drawn from the rich collections of Loyola and area archives, and digital resources. Over the fall semester, leading scholars in the field will give guest lectures to the class. In the spring semester, students write a substantial (20-25-page) paper and/or create a digital project based on primary research on a subject of their own choosing related to the year’s theme.

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 are required to submit their resume, a short essay on why the course is of interest to them, and a writing sample in the spring of the preceding year. Students will learn of their acceptance before the start of fall registration. Students completing the two-semester seminar will earn both a Writing Intensive credit and an Experiential Learning 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 376-001

History of the American Frontier Movement
TTH 8:30-9:45 AM

Dr. Karamanski

The territorial expansion of the American people across the North American continent is one of the main themes of United States history. This course examines the process of frontier expansion in chronological sequence from the colonial period through the end of the nineteenth century. Particular attention is devoted to the cultural impact of the frontier on America, in the past and in the present. The course will examine the frontier as both a process as well as a place, a borderland of conflict and cooperation between European-American pioneers and Indian, Mexican, and Canadian peoples. Among the topic considered in the course will be: Indian-white encounters, the U.S. land survey system, Texas revolution, Mexican War, Oregon Trail, California Gold Rush, Transcontinental Railroad, cowboys, gunfighters, and the development of western movies.
Outcome: Students will understand the frontier as a social process that was part of the American experience from its earliest colonial origins to the end of the nineteenth century. Students will also understand the frontier as both a process as well as a place, a borderland of conflict and cooperation between European-American pioneers and Indian, Mexican, and Canadian peoples.

**History 378-001**   Hispanics in the United States  
MWF 11:30 AM -12:20 PM  
Dr. Johnson

This course introduces the history of Latinos in the United States from the Spanish Colonial period to the present.

Outcome: students will develop a greater appreciation and understanding of the important roles played by Latino men and women in U.S. society; the heterogeneity of the Latina/o population, including generational, regional, class, and gender divisions; and the formation of transnational immigrant communities.

**History 381-01W**   Rebels & Reformers in U.S. History  
TTH 2:30-3:45 PM  
Dr. Nickerson

From the very beginning American history has been marked by impulses to reform and rebel. This course examines the movements and alterations produced from these tensions from the war for independence to the 1960s, with particular focus on anti-slavery politics, feminism, labor radicalism, populism, and campaigns for racial and economic justice. In addition to studying the origins, formation, and outcomes of movements, we will evaluate how gender, class, and racial dynamics created the circumstances for reform and rebellion. Readings, lectures, films, and class discussion will serve as the basis for examining conflicting views of movement history. This course is writing intensive.

**Learning Outcomes:**
By the end of this course, students will be able to:
a. identify watershed moments of reform and rebellion in American history  
b. talk and write about political and economic structural forces that shape political movements  
c. write an integrative paper using secondary sources and research materials.

**History 385-001**   The History of Chicago  
TTH 1:00-2:15 PM  
Dr. Gorn

This course surveys the history of Chicago from its origins to the present, using the city as a case study of American urbanization.

Outcome: Students will be able to demonstrate historical knowledge of Chicago’s environmental, economic, social, cultural, and political history, to draw links between race relations and urban change, and to develop critical thinking and communication skills.

**History 392-01W**   History of Sexuality in U.S.  
MWF 10:25-11:15 AM  
Dr. Lapsley

The course is an introduction to the history of sexuality in North America from the pre-European era through the formation and development of British North America and the subsequent United States. The course examines changes in the meanings, regulation, and politics of sexuality over time. Moreover, it looks at the relationship between sexuality and the larger socio-economic and cultural structures of society at a given time, including class, race, gender, and the family. Topics include reproduction and control, medicine, the rise of sexology, the concept of
sexual orientation, and sexual sub-cultures, and the relationships between European and Native American sexualities. This course is writing intensive.

Outcome: Students will understand the impact of social and political change on sexual norms and behavior, specifically, changing standards of sexual morality, the evolving of boundaries of sexual behavior, and their effect upon the structure and organization of the American family, physical intimacy and personal identity.

**History 392**

*History of Sexuality in U.S.*

MWF 11:30 AM - 12:20 PM  
Dr. Lapsley

The course is an introduction to the history of sexuality in North America from the pre-European era through the formation and development of British North America and the subsequent United States. The course examines changes in the meanings, regulation, and politics of sexuality over time. Moreover, it looks at the relationship between sexuality and the larger socio-economic and cultural structures of society at a given time, including class, race, gender, and the family. Topics include reproduction and control, medicine, the rise of sexology, the concept of sexual orientation, and sexual sub-cultures, and the relationships between European and Native American sexualities. This course is writing intensive.

Outcome: Students will understand the impact of social and political change on sexual norms and behavior, specifically, changing standards of sexual morality, the evolving of boundaries of sexual behavior, and their effect upon the structure and organization of the American family, physical intimacy and personal identity.

**NON-WESTERN HISTORY**

**History 300E-01 W**

*Muslim Cities*

MWF 11:30 AM – 12:20 PM  
Dr. Searcy

This course will explore the long evolution of Muslim political and social institutions and urban societies. The class will begin with an analysis of the development of Mecca in the seventh century CE and trace the long evolution of Muslim political and social institutions in such cities as Damascus, Baghdad, Cairo, Omdurman, Timbuktu, and Harar, just to name a few. This exploration will also explore the architectural history of these cities and how the construction of these cities served to buttress the authority of the rulers. The course will begin with the 7th century and end with a treatment of Muslim cities in the early 20th century.

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 300E-002**

*Christianity in China*

MWF 12:35-1:25 PM  
Dr. Valussi

Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement for a 300-level course in the history of China or may count as a 300-level history elective.

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 seminar departs from the commonly established view which sees the Arab-Palestinian-Israeli conflict solely in terms of the political struggle for land, its resources, and its people. Based on a set of historical, anthropological, and sociological readings, the course is structured on the notion of “territory” as a set of mental and social representations that shape practices of the Self and the Other. With a particular focus on Israeli and Palestinian societies since 1948, these images are analyzed in the way they shape the Self-Other perceptions in everyday life (religion, class and ethnicity, the different perceptions of Judaism, Zionism, Palestinian nationalism, etc.) on the one hand, and in major political and historical events such as the role of the state and the military, and the Arab-Israeli wars on the other. This course is writing intensive.

Outcome: The aim is to critically examine the various socio-historical representations of the Self and the Other among Palestinians and Israelis, a product of the late Ottoman nineteenth century and the British mandate, which, in the final analysis, form the web of power-relations within these societies and between the parties in conflict, and to document how they have been evolving and affecting the conflict until the present day.

This course will trace Chinese history from the origins of classical Chinese civilization in the Shang and Zhou periods to the evolution of an agrarian society under the imperial state. This course is writing intensive.

Outcome: Students will gain an understanding of how domination by aristocratic lineage gave way to the Confucian state and society based on peasant farming; and how a bureaucratic and autocratic polity existed in symbiosis with a socioeconomic elite that maintained itself through the dominance of the agrarian economy as well as through increasing access to the sources of commerce and trade.

The purpose of the course is for students to produce a significant history research paper (~25 pages) based largely on primary sources, though of course secondary sources will be used as well. Primary sources are the writings, art, artifacts etc. produced by people living in a particular period; secondary sources are histories (books and articles by modern writers) written about that period. The Chicago area is rich in its primary source archives, which include Loyola’s own University Archives and Special Collections, the Women and Leadership Archives, the collections of the Harold Washington and Newberry libraries, the First Division Museum military archives, and the archives of the Archdiocese of Chicago. During the first couple of weeks, we will explore some of these archives, both in Chicago and online, while students create their bibliographies and define their topics. Papers may explore any region or time period in history, in some cases building on work the students have done in a previous class. 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 or in work that entails skills learned as a history major, such as research and writing. Internship possibilities include, but are not limited to, historical associations and societies; oral history projects; museums and halls of fame; entrepreneurial history firms; genealogical services; preservation agencies; archives and libraries; community organizations, and research projects by Loyola University professors. 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 meet twice with the internship coordinator, keep a weekly blog or vlog, and create a digital presentation on the internship experience. Students need the permission of the internship coordinator in order to register. 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 2015 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. This course fulfills the Civic Engagement and Leadership Values requirement of the core curriculum. For further information, please contact Dr. Chris Manning (cmanning@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.