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 102-019 The Evolution of Western Ideas and Institutions since the Seventeenth Century**  
*Dr. Khodarkovsky*  
See LOCUS for days & times

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. This course is restricted to the Leadership Community.

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 102-01W The Evolution of Western Ideas and Institutions since the Seventeenth Century**  
*MWF 9:20-10:10 am*  
*Dr. Suszko*

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. **History 102-01W is writing intensive.**

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 102-02W The Evolution of Western Ideas and Institutions since the Seventeenth Century**  
*MWF 10:25-11:15 am*  
*Dr. Suszko*

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. **History 102-02W is writing intensive.**
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 American Pluralism**

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. **This course satisfies the historical knowledge area, develops critical thinking and communication skills, and satisfies the values area of diversity.**

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. **This course satisfies the historical knowledge area, develops critical thinking and communication skills, and satisfies the value of understanding diversity in the world.**

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)

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. **This course satisfies the historical knowledge area, develops critical thinking and communication skills, and gives students an understanding of diversity in the world.**

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 208-01W  East Asia in the Emergence of the Modern World
(INTS 108)(ASIA 108)  Dr. Allee

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. **This course satisfies the historical knowledge area, develops critical thinking and communication skills, and gives students an understanding of diversity in the world.**

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 208-02W  East Asia in the Emergence of the Modern World
(INTS 108)(ASIA 108)  Dr. Allee

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. **This course satisfies the historical knowledge area, develops critical thinking and communication skills, and gives students an understanding of diversity in the world.**

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 210  Introduction to Latin American History (BWS, INTS, LAS)**

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 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**

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. **This course satisfies the historical knowledge area and develops critical thinking and communication skills.**

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. **This course satisfies the historical knowledge area and develops critical thinking and communication skills. It satisfies the values area by advancing an understanding of diversity in 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 historical knowledge core.

HISTORICAL METHODS

(Departmental permission is required. E-mail pelemen@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)**  
T 4:15-6:45 pm  
Dr. Hjadarpasic

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): World History**  
TH 2:30-5:00 pm  
Dr. Hjadarapsic

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 291-03W**  
**Historical Methods (Major requirement)**  
T 2:30-5:00 pm  
Dr. Pincince

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.
According to the great Greek geographer Strabo, the human inhabitants of the Mediterranean world were as much marine creatures as they were land animals. Homer’s narration of Odysseus’s adventurous return from Troy thus seems the archetypal marine story. Throughout antiquity, urbanization gave great impetus to seafaring. By the imperial age, the Romans had made the entire Mediterranean safe for seaborne commerce. Yet, the image of the ancients as avid seafarers may require nuance. For example, how decisive did naval supremacy prove to be in establishing political hegemony? And the perspective of those who earned their living at sea in antiquity was fairly negative. Using the evidence from primary sources and archaeological excavations, this course will examine various aspects of the seas of the ancients, from Bronze Age Greece to the fall of Rome.

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 two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.

Outcome: Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to “read” such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life.

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.

This course traces the transformation of Britain's oldest colony into an independent nation between the seventeenth and twentieth centuries.

Outcome: Students will develop an understanding of how Irish nationalism shaped British and Irish history and use Ireland as a template to develop critical thinking and communications skills about the transformation of colonies into independent states.
The Vikings are popularly thought of as invaders, marauders, destroyers of civilized peace. However, recent research has focused on their society, culture, accomplishments and contributions in a much more positive sense.

Outcome: Students will gain an understanding of the impact of the Vikings on mainstream European development (and vice versa); a knowledge of recent historiographical issues concerning the Vikings; and an awareness of the various types of primary sources (written and material) for this period.

Prior to taking this course, students are strongly encouraged to have completed History 101 or the equivalent.

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 remained a deeply divided society ready to explode in 1917.

Although its elements could be found in some ancient philosophy, Communism as an ideology did not fully develop until the Industrial Revolution. Marginal at first, Communism seemed to be triumphant by the middle of the twentieth century, only to fade away from the political map of Europe during the final years of the last millennium. In this course students will study the history and nature of European Communism from its inception to the present. Although brief, the extraordinary success that this ideology has enjoyed over the last century among European as well as non-European societies makes it necessary to study this phenomenon in a great detail. The course will begin by tracing the origins of Communism, continue with the establishment of Communist states in Europe, and end with a discussion of some of the causes of its downfall.

Outcome: Students will gain familiarity with the evolution of communist ideology in its historic context, and they will contextualize the reasons for communism’s appeal in some quarters and it’s fall at the end of the twentieth century.
This course will approach Poland’s history, not simply as a history of a nation or country, but rather as a history of ordinary and diverse people who found themselves living, and often intellectually flourishing, under extraordinary circumstances. This course will emphasize the land’s cultural, ethnic, and religious diversity prior to World War II, evaluating the catastrophic impact of World War II and the Holocaust on Poland’s intellectual life, assess the broad legacy of Communism, and trace the origins and evolution of the country’s pluralist civil society and its route toward democracy. Textbooks and materials include Jan Karski’s *Story of a Secret State: My Report to the World*.

Outcomes: Students will demonstrate an ability to evaluate and assess the forces of change, and the forces of stability that impacted Poland’s recent history; demonstrate an understanding that historical knowledge is constructed from primary sources and competing paradigms, and use such sources to construct history themselves; and develop an awareness and sensitivity to issues of political, social, and economic justice.

This class explores historical developments in Europe from the first great age of globalization prior to World War I through the ensuing “Age of Catastrophe” that extended from 1914 to 1945. Topics examined in the course will include the Second Wave of Europe’s industrial revolution and its accompanying social advances and disruptions, the rise of mass politics and ethnic nationalism, the birth of cultural modernity, total war, revolution and counter-revolution in the inter-war period, new challenges to colonial rule, economic crisis, and genocide. At the same time, we will also explore the pre-1945 roots of the “Golden Age” that Western Europeans would experience in the decades after World War II.

Outcomes: Students will develop critical thinking and communications skills about how the contemporary world was shaped by the political, military, cultural, and social transformations in the first half of the twentieth century.

This course is an exploration of the greatest war in history, from its origins in the post-World War I era to the defeat of the Axis powers in 1945. The conflict was worldwide, killed more than 50 million human beings and devastated old centers of civilization. How could such a disaster occur? The course will focus on an understanding of the causes of the war, the progress of the war from 1939 to 1945, and the war’s results. In addition to covering the campaigns in various theaters, the course will make an effort to integrate political and diplomatic decision making and social developments with the military situation. Emphasis will be laid on the global character of the war and on the moral consequences of fighting a total war.

Outcome: Students will understand the interrelationships among the political, social, economic, military and diplomatic developments of the war, its origins, and its results. Students will also come to understand the difficulties of decision making and moral choices in a time of total war.

This course will cover the major phases of modern German history: Wilhelmine Germany, Germany in the First World War, Weimar Germany, National Socialist Germany, Germany in the Second World War, Post-War West Germany, East Germany, and Reunification. While establishing the background of political and social developments, we will carefully consider responses to these issues by leaders in German intellectual and cultural life, including Heinrich Mann, Erich Remarque, Alfred Doblin, Adolf Hitler, Primo Levi, Rainer Fassbinder, and others. Using literary texts—as well as visual arts, music and film—we will investigate intellectual currents under.
these headings, as well as the devastating historical developments that triggered them. Taught in a blended format, this course will involve independent study of online lectures, readings, music, films, and images, combined with in-class discussion of these materials.

Outcome: 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 338 -01W  Modern France  Dr. Kaufman
TTH 2:30PM-3:45PM

This course explores the cultural and political development of modern France as a nation and a colonial power. We will begin by looking at the legacy of the French Revolution and key developments in nineteenth-century politics and society, but the bulk of the course will concentrate on the twentieth century. Our readings and discussions will focus on the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens and the state, colonized peoples and the empire. We will end the class by looking at a set of recent controversies in French public life, such as "the headscarf debate." Throughout the session we will examine a wide variety of sources, including works by present-day historians, primary documents from the nineteenth and twentieth centuries, and a few films. I will run the class largely as a discussion course with background lectures given as needed. Participation in discussion will constitute a significant portion of the final grade for the class. In addition, there will be five required reaction papers (3-pages) and a longer (12-15 pages) final paper. History 338-01W is a writing intensive course.

Outcome: Students gain familiarity with the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens and the state, colonized peoples and the empire.

History 340-01W  Russia pre-1917: Empire Building  Dr. Khodarkovsky
TTH 11:30AM-12:45 PM

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 remained a deeply divided society ready to explode in 1917.

History 341-001  Rise & Fall of Soviet Union  Dr. Suszko
MWF 12:35PM-1:25PM

This course will explore developments in the politics, economy, society, and culture of the Soviet Union, and the Russian Federation. The connection between Russia and the rest of the world will be examined. This comprehensive, interdisciplinary study is designed to explain many of Russia’s “mysteries” and help students better understand the world we live in.

Outcome: The study of history is more than the simple memorization of facts; it is an endeavor to reconstruct and understand the human past in all its richness. A college education similarly is not only the acquisition of facts -
though that is indispensable - nor is it equivalent to vocational training. It is a process of deepening understanding and the development of analytical, critical and synthetic skills by which an individual can more actively encounter the world. An educated person should be able to effectively express his or her ideas both orally and on paper and to engage others in dialogue. Knowledge and understanding of the past, appreciation of the present and successful expression are, therefore, essential goals in any general history course and in a college education as a whole.

ADVANCED U.S. HISTORY

History 292-001  
*History U.S. Environment*  
TTH 11:30 AM – 12:45 PM  
Dr. Johnson

This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.

Outcome: Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills.

History 300D-01W  
*Memoirs in U.S. History*  
T 4:15-6:45  
Dr. Gorn

We will read several memoirs from the last half of the twentieth century which take up key issues from the era, such as the Civil Rights Movement, the Vietnam War, working class life, feminism, sexual orientation, immigration, and the like. This is a writing intensive course.

Objectives: Students will write a few short papers and one term paper placing memoirs in the context of larger histories.

History 300D-02W  
*Documenting Italian-Americans: PBS and Beyond*  
M 4:15-6:45 pm  
Dr. Candeloro

The course will be based on a four hour PBS documentary, "The Italian Americans," which will premier nationwide in February 2015, along with the companion book. Students will write analytic reviews of the content, scope, critical reception, public commentary and compare the video to original newspaper documents, books and articles, and other media learning materials presented by the instructor.

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.

HIST 300D-0E1  
*Slavery: Then and Now*  
TTH 2:30-3:45 PM  
Dr. Donoghue

The course will introduce students to the long durée of global slavery as a means to convey slavery’s ubiquity across time and space. Slavery has been part of the human condition since the advent of recorded history and has been practiced in various forms by all the peoples of the world. Starting with ancient and classical history and moving all the way into the present, students will confront how societies determined who could and should be enslaved. In the process, they will learn how this process dialectically generated concepts of liberty that evolved in tandem with the development of the world’s slave societies. Ultimately, approaching our subject in this fashion will equip students to grapple with the difficulty of arriving at both a historical and trans-cultural definition of slavery. Perhaps counter to
our expectations, defining slavery thus helps us move beyond rhetorical constructions of freedom to inquire, in existential terms, into the true substance of liberty. This is a service-learning course which fulfills the engaged learning requirement or the core curriculum.

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 363-001  
Civil War & Reconstruction: 1850-1877  (BWS)  
Dr. Karamanski  
TTH 2:30-3:45 PM

The Civil War as the signal event of 19th Century America. The course traces the crisis of the Union from the compromise of 1850 through the end of Reconstruction in 1877. The emphasis will be on the war as a revolutionary event in the development of American politics, economy, and society. The relationship between military and political events will be highlighted. The role of women, African-Americans, ethnic communities, and the home front will also be presented through lecture, readings, audio-visual materials, and classroom discussions.

Outcome: Students will demonstrate an understanding of the institution of slavery, the rise of abolitionist sentiment, the failure of democratic political institutions, the military history of the war, its cultural impact on the nation, and the struggle for racial justice in the Reconstruction era.

History 380-01W  
African-American History Since 1865  (BWS)  
Dr. Manning  
TTH 11:30AM-12:45 PM

This course will overview important elements of African-American history from Reconstruction to the early phases of the direct action Civil Rights Movement. Points of discussion within the class will be blacks' role in Reconstruction; early efforts of community building and empowerment; urbanization in the first and second great migrations of blacks to the North; the flowering of black culture in the Harlem and Chicago Renaissances; the growth of black political power; the the Civil Rights movement; and black America after the movement. Upon completion of this class the students should have a broad understanding of recent African American history and culture. This course is writing intensive.

Outcome: Students will understand the success and failure of Reconstruction, the rise of legal segregation in America, the growth of African-American self-help, the two World Wars and the major northward migrations, and the rise of Civil Rights and Black Power movements.

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

This course examines the history of and changes in the sexual behaviors and attitudes in the United States from the era of European colonization to the present. 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 392-02W  
History of Sexuality in U.S.  
Dr. Lapsley  
MWF 11:30 am – 12:20 PM
This course examines the history of and changes in the sexual behaviors and attitudes in the United States from the era of European colonization to the present. 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-01W  Modern South Asia  Dr. Pincince
TH 2:30-5:00 PM

This course will explore the history and formation of modern South Asia during the period of European encounter and expansion of colonial rule from c. 1700 to 1947. We will explore the rich history of the transition to colonial rule in South Asia with a thematic and chronological approach. Topics covered include the Mughal Empire, regional Indian states and kingdoms, interaction between South Asia and the world, European colonialism, indigenous collaboration and resistance, reformist and nationalist responses to British colonialism, independence and Partition of the sub-continent into two independent nation-states. The above topics will be interwoven with a thematic examination of colonialism and the historical and social forces involved in the construction of religious, class, gender, caste, region, language, and peasant groups and identities in South Asia. This course is writing intensive.

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-02W  Arab Uprisings  Dr. Ghazzal
4:15-6:45 PM

This seminar focuses on the revolts which have taken the Arab world by surprise since December 2010, first by analyzing their cultural, economic and political underpinnings since the demise of the Ottomans, and the formation of the colonial and postcolonial nation-states, and second, by associating them to other contemporary revolts, in particular the Iranian revolution in 1978–79 and its aftermath, for instance, the green movement in 2009 and 2010 amid the problematic presidential elections, and the Palestinian intifadas in the 1980s and 1990s. This course is writing intensive.

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-03W  History of Jihad and Islamic Revivalism  Dr. Searcy
TTH 11:30 am -12:15 pm

The class explores the concept of Jihad and traces the history of Islamic Revivalist movements in the Middle East and Africa from the 7th century to the first half of the 20th century. Islamic Revivalist movements such as the Kharajites and the Wahhabiyya of the Arabian Peninsula and the Mahdiyya of the Sudan will be treated. This course is writing intensive.
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-200 History of China through Film Dr. Valussi
TTH 1:00-2:15 PM WTC

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 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 346-01W China Since 1949: People’s Republic (ASIA,INTS) Dr. Allee
MWF 12:35-1:25 PM

This course will examine the attempt to create and foster the growth of a socialist state and society in China under the direction of the Chinese Communist Party. Discussions and readings will take pay careful attention to major convulsive episodes such as land reform, the Great Leap Forward, the Great Proletarian Cultural Revolution, and the Four Modernizations without, however, losing sight of the steady transformation of society, the economy, and political life since 1949. Another important question to be addressed is the impact and legacy of Mao Zedong. This course is writing intensive.

Outcome: Students will be able to assess the major convulsive episodes such as land reform, the Great Leap Forward, the Great Proletarian Cultural Revolution, the Four Modernizations, and the impact and legacy of Mao Zedong.

History 355-001 Latin America in Recent Times (LASP, INTS) Dr. Berger
MWF 10:25-11:15 AM

This course examines major political, cultural and socio-economic developments in Latin America from the twentieth century to today. Topics to be covered include nationalism and revolution, military dictatorship and state oppression, and hemispheric relations.

Outcome: Students will be able to demonstrate a broad understanding of the impetus behind the following events and themes: the Mexican Revolution of 1910; Castro and the Cuban Revolution; Peronism; Dirty Wars in Chile, Argentina and Central America; Cold War politics and CIA operations; and the current Drug War in Colombia.

INTERNSHIPS/DIRECTED STUDY

History 398-025 History Internship Dr. Roberts
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, and write a paper related to 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 Fall 2012 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 Engaged Learning requirement of the core curriculum. For further information, please contact Dr. Kyle Roberts (kroberts2@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 399-027** *Directed Study*  
**TBA**  
Dr. Manning

Prior permission of instructor is required. Directed Study form must be completed. 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.